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ABSTRACT

This proceedings contains summaries, handouts, or full papers of presentations. Sample titles and presentors include the following: "Project S.E.R.T. Special Education Training for Regular Educators of Native-Americans" (C. Foster); "Effect of Inservice Education Models on Team Problem-Solving" (K. Bunch and A. Bunch); "Handicapped Preschoolers in a Rural School: Issues in Placement" (I. Williams); "An On-the-Job Practicum Experience--Supervising Teachers in Rural Areas" (B. Ludlow et al); "Parents as Partners: Using the Portage Model of Early Intervention" (S. Holzman); "INREAL Model for Rural Reunification of Regular and Special Educators" (R. Edmiaston); "Rural Teacher Certification for Moderately and Severely Handicapped Students in Integrated School Programs" (J. Sebastian); "Cost Effective Rural Remediation Plan for the Developmentally Disabled" (R. Hedge et al); "Native American Training Programs in Arizona" (J. Schnorr et al); "Rural Special Education Preservice Field Experiences" (M. Wolfe and B. McConville); "Characters in Literature Provide Role Models for Rural Gifted and Talented Youth" (R. Daniels and L. Katzer); "Working Successfully with the Braille Reader: Strategies for Parents and Rural School Personnel" (C. Capper); "Off Campus Rural Preceptorships in Education" (S. Stuart); "Parents as Partners: A Rural Intervention Model" (S. Waldrop). (DB)

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SIXTH ANNUAL NATIONAL RURAL SPECIAL EDUCATION CONFERENCE

SPONSORED BY:

AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION
(ACRES)

APRIL 22 - 25, 1986

HOLIDAY INN/HOLIDOME
TUCSON, ARIZONA

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GENERAL SESSIONS

EARLY BIRD SESSIONS

TUESDAY, APRIL 22

9:00 - 12:00 NOON

Earlybird Session
Tuesday, April 22
9:00-12:00 am

Imogene Land & Kay Bull
Oklahoma State University
Stillwater, OK 74078

The Adaptive Approach for Educational Methods

(Make It & Take It)

The adaptive approach for meeting the needs of a wide range of students is a technique for individualizing instruction. To implement the adaptive approach it is necessary for teachers to develop or adapt the materials available to them. This workshop will show participants how to create and adapt materials to meet the needs of a wide range of students (MR to G/T). This workshop will be of interest to both the elementary and secondary teachers in rural schools.

Elementary teachers will view many sample, non-consumable materials adapted for teaching basic skills. Most of the materials are manipulative. A variety of learning centers will be on display. A participant will be able to copy the ideas or develop new ones at this workshop..

Secondary teachers will develop minicenters in a subject matter area. To do this they will be required to learn to write questions for the different levels of learning (Bloom's taxonomy) or they can develop remedial drill and practice centers. A student packet to teach Bloom's Taxonomy will be available for secondary teachers. Since secondary teachers do not have the time to develop materials this packet can be used to teach students how to develop Bloom's unit for other students. This is an excellent experience for the secondary student. Sample learning activity formats utilizing folders, packet folders, small notebooks and large envelopes will be on display. Secondary level teachers will develop sample activities to be used to teach secondary students development techniques.

Secondary teachers, teachers of the gifted and elementary teachers should bring subject matter materials (books, workbooks, magazines, etc.) from their area of expertise to be used as adapted materials in the construction of centers. Folders, glue sticks, construction paper and other consumable supplies will be furnished. A fee of three dollars will be collected for the supplies.

INREAL Parent Training

The INREAL (INter-REActive Learning) model is a research based intervention and prevention model for handicapped children. The INREAL model is a nonstigmatizing, naturalistic, child-centered approach which assists parents and educators in establishing improved communication/interaction with children.

From its inception, INREAL has responded to individual parent needs and requests in establishing its parent training program. The objectives of the parent training program are: 1) enhance parents' natural interactions with their children, 2) to include parents of both handicapped and non-handicapped children, 3) clarify parents' understanding of child development and their child's needs, 4) help parents participate more effectively within the child's educational setting, 5) refrain from treating parents of handicapped children as though they (the parents) are handicapped and 6) work with other parents of handicapped and non-handicapped children.

The purpose of this workshop will be to present the basic tenets and theoretical background of the INREAL model. Participants will be trained in the use of specific strategies which will facilitate parent-child communication (interaction). Information will be provided to enhance the identified parents' natural parenting skills.

Elizabeth Heublein, INREAL/Outreach
Coordinator
University of Colorado
CDSS, Campus Box 409
Boulder, CO 80309

Earlybird Session
Tuesday, April 22
9:00-12:00

Irving Williams, Director
Project Rural
MSAD #62
Elmwood Rd
Pownal, ME 04069

Abstract on Proposed Presentation
"Parent and Professional Partnerships for Legislative Action"
ACRES National Conference

This presentation would focus on the experiences of a parent/professional network which has mobilized over the past decade to effect legislative action and public policy in the geographical, political and economically diverse rural state of Maine. Rather than being solely a how to approach on legislative change, although practical suggestions will be offered to participants, this workshop would propose to examine many of the underlying issues that confront parent/professional groups that emerge in the political process in a largely rural state. The presentation would cover key elements in the collaborative development of legislative strategies which have affected change for preschool handicapped children in a state which has not previously legislated services before the age of five. Content areas would include the following topics for examination/discussion:

Parent/Professional Communication

In the arena of legislative involvement communication skills become very critical to successful collaborative efforts. Establishment of trust between parents and professionals in issues of advocacy will be examined. Quite often, parents are asked to testify for legislative committees or to take positions on bills in their roles as consumers of services. Understanding the demands this places on parents as well as looking at the facilitating roles that professionals need to play can lead to better working relationships as well as more successful legislative initiatives.

Assessment of Needs

On occasion, parent and professional groups can find themselves in disagreement or confusion over how best to meet particular needs within the community, needs that have legislative solutions. Combined needs assessment can lead to the development of legislative agendas and timetables that everyone can agree to. In instances when all parties agree to proposed solutions, unified needs assessment can still be of value in terms of building stronger group coalitions and inter-agency agreements. Group dynamics and organizational development theories when applied to needs assessments and conflict resolution also gives insight into new ideas for parents and professionals who work in unified advocacy groups.

Development and Implementation of Legislative Action Plans

This section of the presentation would focus on real and practical strategies for groups working on political action plans. How to find and use a lobbyist; getting the most out of legislative training; working with a citizen legislature; forming coalitions; use of professional organizations and making state government work for you. Since the legislative process in somewhat differentto each state, general principles are applied to problem solving in this section, as well as having the additional focus of being a participant sharing time.

As president of a statewide legislative advocacy group, the Association for Young Children with Special Needs, I feel that I have experiences and knowledge to share with others, particularly those who may be looking at forming legislative advocacy groups in rural states and are faced with the traditional barriers of distance, money, communication, etc, which confront groups as they attempt to organize.

Pat Burns, Facilitator
1225 East 11th Place
Casa Grande, AZ 85222

PROPOSED ABSTRACT

Early Bird Session: **Parents Sharing Challenges and Success Stories**

The proposed seminar will focus on issues important to parents of children with special needs.

Parents, siblings, extended family members, professionals, parent trainers, and individuals involved in providing support to parents are invited to attend. The proposed Early Bird Session will provide participants with an opportunity to share important issues, discuss conflicts, and share successful strategies.

The session will be facilitated by Pat Burns, ACRES Parent-Professional Relationships Task Force Leader. First, each participant will write down on a small piece of paper an issue or concern currently being faced. The Facilitator and an assistant will sort these concerns by general topic. During this period of time, each participant will introduce herself/himself. After introductions, the Facilitator will read each group of concerns. The entire group will discuss the concerns and also discuss strategies/practices that are successful.

This session will be tape recorded, and will be transcribed after the session. The manuscript will be edited by the Facilitator and then made available to session participants.

Earlybird Session
Tuesday , April 22
9:00-12:00

Winston Egan, Helen Lacy, Iva Dene McCleary, Joan Sebastian
University of Utah
Salt Lake City, UT 84112

CREATING, DEVELOPING, AND EVALUATING INTERACTIVE TELEVISION COURSES FOR RURAL/REMOTE SPECIAL EDUCATORS: A WORKSHOP FOR PRESERVICE AND INSERVICE TEACHER EDUCATORS

The purpose of this presentation/workshop is to introduce inservice and preservice educators to the processes involved in creating, developing, airing and evaluating interactive television instruction for special educators. In addition the workshop presenters will report on research that has been conducted relative to the effectiveness of this approach in meeting the instructional needs of rural/remote regular and special educators.

Our workshop objectives are as follows: (1) to introduce conference participants to the steps involved in actually creating an interactive television course; (2) to suggest strategies directly related to selecting an instructor, selecting the courses for development, determining instructional goals and objectives, developing instructional course formats, choosing support media, coordinating development activities with the production personnel, changing session/program elements in response to student feedback, and developing "off line" communication systems, and (3) to identify approaches for evaluating the reception and mastery of the course content.

Also the presenters will share the results of research that they have conducted relative to three separate "telecourses" that have been offered through the Department of Special Education and Instructional Media Services at the University of Utah. Analyses regarding program quality, teaching effectiveness, objective learning and other related factors will be shared with persons in attendance.

The presenters also intend to share with the conference participants representative portions of program components via video tape recordings. In these video segments they will be able to see various types of program segments including simulations, guest presenters, quiz corrections, audio/slide adaptations, character generator materials, etc.

The practical implications of this presentation/workshop for preservice and inservice teacher educators of rural/remote personnel are many. Upon completion of the workshop/presentation, conference participants will have a clear understanding of what is involved in developing, creating, and financing two-way interactive television programs for rural/remote educators. In addition, they will have some strategies for evaluating the effectiveness of any courses that may choose to develop and air for preservice or inservice special educators. They will also be sensitized to the telecommunications technology that is available for providing quality instruction to prospective and current special education personnel.

Earlybird Session

Tuesday, April 22

9:00- 12:00 am

Bonnie Jean McGregor
Curriculum Development Specialist
National Rural Development Institute
Western Washington University
Bellingham, WA 98225

DEVELOPING CURRICULAR MODULES--A COMPETENCY-BASED APPROACH

This training session will focus on MetaSkill Profile Competency-Based Instruction. It will give an overview of the components of the MSP Competency-Based Instruction System, a systematic approach to designing instruction. The components are the external events of instruction needed to enhance the 'internal' process of learning.

Most professional educators know the "art" of instruction and their subject content, but few have been provided with the "science" of instruction. This approach focuses on student skills rather than subject material or content and guarantees to shorten instructional preparation time.

The following capacities will be discussed and the capacities of most interest to the participants will be covered in greater depth.

1. Identify the components of an educational system.
2. Differentiate major approaches to education.
3. Identify levels of educational outcomes and their purposes.
4. Specify a goal.
5. Write instructional objectives.
6. Identify learning tasks.
7. Classify learning tasks.
8. Identify instructional techniques.
9. Identify instructional resources.
10. Identify types of assessment instruments.

Workbooks containing further independent study will be given to participants.

State Education Agency Issues and Problem-Solving

The purpose of this session is for state education agency personnel to share what is happening in their agency and state. The objectives are for participants: 1) to give a brief summary of trends in their respective states, 2) to identify the major issues faced by SEA personnel, and 3) to discuss problem-solving strategies.

The focus is on rural issues and practical strategies. Possible topics suggested for discussion include: 1) provision of technical assistance, 2) personnel recruitment, 3) vocational training in rural settings, 4) provision of occupational and physical therapy services in non-urban areas, 6) comprehensive system of personnel development, 7) consortia building for service delivery, 8) secondary school programming, 9) funding alternatives, and 10) use of a consultative model to deliver services in rural areas.

Pete Biaggio, Consultant
Nebraska Department of Education
301 Centennial Mall, Box 94987
Lincoln, NE 68509

Earlybird Session
Tuesday, April 22
9:00 - 12:00 am

4750S

EARLY BIRD SESSIONS

TUESDAY, APRIL 22

1:30 - 4:30 PM

Earlybird Session
Tuesday, April 22
1:30-4:30 pm

Carlene Gobert
Kentucky Department of Education
815 Capital Plaza Tower
Frankfort, KY 40601

REAL PRINCIPALS NEED PRIDE

Purpose: Share informaton on Kentucky's training project aimed at providing principals with resources for meeting needs of handicapped students

Objectives:

1. Participants will experience simulations of training activities.
2. Participants will view a videotape highlighting principals' reactions to training activities.
3. Participants will learn about Kentucky's model which provides a networking structure for principals who often work in rural areas with limited opportunities for sharing ideas/problems related to special education.
4. Presentors will share project evaluation results including qualitative and quantitative procedures used by a third-party evaluator.
5. Presentors will guide discussion of questions and sharing of related experiences by conference audience.

ABSTRACT

Principals are responsible for assuring appropriate education services for handicapped students; but this group has traditionally received limited training and/or skill building experiences addressing the spectrum of issues related to programs and services for handicapped students.

Project PRIDE (Principals, Resources, Information and Direction for Excellence in Special Education) provides selected principals with 13 days of training which is divided among 4 Training Institutes. Principals from the elementary level through the secondary level are included. A "train-to-train" model is utilized because of the large number of principals needing training.

Most of the project's participants have represented small, rural Kentucky school districts. The project has demonstrated the value of structured networking for principals who often work in "isolation" with few opportunities for sharing ideas or discussion of problems.

The project provides principals an opportunity to develop leadership skills, build an effective communication system for sharing resources and ideas related to serving handicapped students, and strengthen school-community relationships.

Training topics include:

Training Institute I	Attitudes Parent Communications
Training Institute II	Developing Capable Young People
Training Institute III	Staff support teams, Group dynamics, and Leadership skills
Training Institute IV	Implementation of federal and state regulations regarding education of handicapped students

Participants have highly rated the value of training, and third-party evaluation procedures (both quantitative and qualitative) indicate that the project has been successful in accomplishment of goals.

Presentors will provide information on the project's process/procedures and evaluation results. Participants will be actively involved in simulations of selected training activities. A question and answer and sharing time will be built into the presentation time.

Presentor: Irving Williams
Project RURAL
Pownal, Maine
04069
(207)688-4832

Earlybird Session
Tuesday, April 22
1:30-4:30 pm

HANDICAPPED PRESCHOOLERS IN A RURAL SCHOOL:

Issues in Placement

This presentation will focus on the development of a model program which serves handicapped preschoolers in a rural (200 student) school district in southern Maine, and emphasize the range of placement options which exist in a state environment of permissive legislation that encourages interagency coordination and collaboration.

Efforts to establish a services delivery system for special needs children in a state which lacks a mandate for services below the age of five (by October 15th) have been underway in Maine local education agencies and community based programs over the past ten years. Past federally funded demonstration programs have focused on LEA initiatives for child find, screening and center based programming(Help ME, Project Mainestream) day care for special needs children (Project WELCOME), and rural delivery strategies (Washington County). Preschool discretionary grants have expanded (if but temporarily) on the services base and other community efforts, both traditional (U.C.P., state MH/MR, community mental health) and non-traditional program have evolved to fill the service and program needs of this population.

However, these programs have tended to cluster around the three main population centers for the state, and serve very limited numbers of children (about $8400 handicapped children aged 3-5 have been identified in Maine and about 15% of them are served in school or center based programming). Therefore, issues of placement options become critical as one discusses the need for expanded services.

A traditional view within Maine has regarded the public school, because of its high community visibility and accessibility as the primary potential vehicle for delivery of services to young handicapped children, particularly in widely dispersed geographic locations. While this view is essentially correct in the assumption that the public school is the most accessible facility (even unorganized territories have access to schools and school services) it ignores factors of appropriateness of the service delivery site, social concerns and community values, and the "readiness" of LEA's to involve themselves with preschool programs for handicapped children. These are some of the major concerns that may be explored in the context of the development of one model project in preschool special education, Project RURAL, and by the further ananysis and discussion of placement consideration and options in a rural state.

In the fall of 1983, Project RURAL was established as a demonstration site funded by the U.S. Department of Education, Handicapped Children's Early Education Programs. The project model was based in part on an earlier and successful H.C.E.E.P. demonstration/outreach project, Project Maine Stream. Both projects were established as model programs in a state that until July, 1985 did not have any legislative directives for reimbursement of costs for the maintenance of special education programs for children below the age of five. Therefore, and most importantly, these programs became guideposts within the state plan for special education, which had already twice delayed the "start dates" for special education preschool services.

The major thrust of RURAL has been to establish a low cost and effective model which relies on the integration of school, home, and community resources. In many instances, rural schools become the focus of community involvement and activity. This is certainly the case in Pownal, site of RURAL. Primarily a farming community, with a population of 1,200 and a school (preschool grade 8) of 215. The school building is the only public facility in town that has heat and running water in the winter months. It is the site for a variety of community activities, from baton classes to Town Meeting. The building was erected in 1968, closing out several one room school houses.

Of the identified obstacles to services for young handicapped children in this state, access to financial resources has been the greatest block to the establishment of special education services. Within communities that maintain tight fiscal restraints in spending on school budgets (which also must pass voter approval at Town Meetings) generally only the bare essentials have been provided for. Without state matching funds being made available for the establishment of preschool programs, as well as the fact that Maine ranks 48th in per capita income, little state or local support has been demonstrated in the past.

At the state level, over the past decade, Maine has put a major effort into the establishment of an interagency collaborative approach to serving preschool handicapped children. Currently there exists a statewide system for the identification and referral of preschool handicapped children, but this system is limited in the ways it may provide direct services to children and their families. This statewide system of sixteen projects has been building at the local level interagency agreements and other collaborative efforts aimed at more effective service delivery. But all too often, needed services are not delivered, either because agencies don't exist to meet the need, or other barriers, such as geography prevail. Some of the sixteen coordination sites cover as large as the state of Connecticut. Thus, obstacles at both the state and local level have been present as small districts have contemplated instituting preschool handicapped programs.

The success of Project RURAL at the local level can be attributed by several factors. First, for a number of years the district has been involved in early education efforts. The district is one of a few in the state to have taken advantage of a little used provision in the state finance law which permits the use of state education dollars for four year old programs. Thus, five years ago, Pownal established a four afternoon per week preschool program which was held in the afternoons utilizing the kindergarten room, teacher and aide, along with parent volunteers. In a community without any local nursery school, day care or Head Start centers, this program was well received by parents wanting an organized play experience for their child prior to school entry. The program has consistently had both taxpayer and school board support at budget time. Another measure of the programs' success is that over 95% of eligible children have attended in each year of operation.

For the past three years of demonstration grant funding, the four year old program has provided the project with non-handicapped children in order to maintain mainstreamed programming for handicapped children. In many other practical ways, the special needs project is "piggybacked" onto the local school's programs and services. As mentioned, the kindergarten staff and room are used, as well as materials and equipment from that room. The transportation system for older children is also utilized, with the preschoolers being picked up as kindergarteners are dropped off, and sharing afternoon rides with seventh and eighth graders.

The other unique manner by which the project utilizes local resources is in the area of school personnel. Regular education instructional staff are responsible in some way for weekly instruction of the special needs preschoolers, as well as the nonhandicapped four year olds. Art, Music, and Physical Education staff are included in this process. In addition, the services of the district's specialist staff are used in the project, with the speech therapist, occupational therapist, and school counselor all giving a part of their contracted time to the preschool.

This project is concluding its demonstration funding period at a time when activities in the state, through the state planning grant effort, as well as ongoing activities within the Department of Education shift to meet the challenge of newly enacted permissive legislation.

It is now recognized that the lack of preschool legislation over the past decade may actually have benefitted the rural state of Maine. For one it has allowed the community based coordination site system to develop independent of LEA'S, at the same time gaining recognition at the state level with the legislature and the State Department of Education. It has also allowed for a community base of services to develop even though limited, one that is multi-disciplinary in composition, and collaborative in approach to service delivery problems.

There are still many problems that need to be addressed as this system develops and is refined through the legislative and regulatory process. However, where the real opportunity for change exists starts at the local level, where placement options are traditionally worked out. Public schools based in rural areas are beset by the same problems that affect any service provider in the development and implementation of preschool handicapped programs. Personnel preparation, funding, geographical barriers, staff recruitment and retention are all common, and seemingly unending problems. Programs like Project RURAL make inroads into solving some of these inherent problems, however it is usually because of the implementation of special federal or state grant that change is implemented, sometimes on a very temporary basis. In Maine, traditionally Preschool Discretionary Grant programs in LEA's have lasted for their two year funding periods, rarely any longer, since local districts have been reluctant to commit the money necessary to run non-mandated programs. Going beyond funding issues, which will always be problematic in the public sector, the following issues need to be carefully examined as communities contemplate implementing new or revising already established preschool handicapped programs in LEA's.

Programs developed in isolation of the preschool community.

The preschool community no matter how small, isolated or invisible , observes every direction that public schools take in regards to preschool services. Educational day care programs, Head Start Centers, nursery schools all commonly mistrust public school intentions in establishing early education programs (see Caldwell). As a feature of its education reform act, South Carolina has mandated that local schools coordinate early childhood programs and services with community providers, and that local community advisory committees be consulted on the development of preschool programs which will be based in public schools.

Programmatic Difficulties for LEA based preschool programs - For many reasons including certification waivers, school consolidations and declining school enrollments, the problem of teacher misplacement has become quite commonplace in many school districts. Since many teacher preparation programs don't teach issues in early child development, special needs, or family systems, many teachers who are currently teaching in early childhood programs are unprepared to do so.

Another typical concern centers around philosophical approaches to teaching. While preschool teachers advocate the whole child approach to teaching following developmental theories, quite often their counterparts in the early elementary grades (who are often assigned to preschool teaching posts) find themselves labelled "cognitively oriented" and imposing typical exercises, blue ditto sheets, on a younger and younger population. Educational journals that have an early elementary focus are now just beginning to publish informative and practical articles on developmentally appropriate programming in early childhood (see O'Connell).

Sharon Kiefer
Child Development Resources

"Facilitating the Development of Guidelines for Early Intervention Programs"

As rural states move toward a full service mandate which addresses the needs of children birth to three, and as programs of early intervention spring up in states in which there is no mandated service, guidelines for those programs become increasingly necessary. In Virginia, where early intervention programs have grown rapidly from 29 programs serving 801 children in 1979 to almost 3,000 this year, guidelines which ensured accountable service delivery systems was a priority of the SEA and of the Department of Mental Health and Mental Retardation. The presentors have been involved in the development of Early Intervention Guidelines and of a Process Model for an interagency, interdisciplinary, approach to the development of guidelines which can be replicated in other states. It is the intent of the presentors to review this Process Model, describe its implementation in Virginia, and discuss technical assistance available to other states.

Organization of Presentation:

I. Introduction of Panel Members and Roles

II. Historical Perspective of Early Intervention Service Development in Virginia

III. Rationale for Collaborative Approach

IV. Review of the Process Model and Development of Early Intervention Guidebook

V. Adaptability of the Process Model and Technical Assistance available

VI. Summary and conclusions

VII. Participant Discussion, questions and answers

Objectives:

Participants will

Understand the collaborative approach to development of Early Intervention Program Guidelines

Understand the Process Model, and its adaptability

Understand the Organization and General Content of of the Virginia Guidebook for Early Intervention Programs

Audio-visual needs: Overhead projector and screen

Handouts: Process Model information and sample Guidebook pages

Rural application and innovativeness: A collaborative approach for development of guidelines minimizes duplication of effort while maximizing comprehensive service delivery assurances in programs provided. The innovative Process model uses a statewide Task force involving direct service providers, program managers, state agencies, and consumers. This results in guidelines which are as practical and applicable for rural programs as for sophisticated and well equipped urban areas. It provides ownership of guidelines to all constituencies, including consumers, and results in a well defined and accessible service delivery system.

Presenters: Barbara Ludlow, Ed.D.
Wilfred Wienke, Ed.D.
Margaret Turner, M.A.

Special Education Program
504 Allen Hall
West Virginia University
Morgantown, WV 26506

AN ON-THE-JOB PRACTICUM EXPERIENCE: SUPERVISING TEACHERS IN RURAL AREAS

Teacher training programs in special education today find themselves face-to-face with a crucial need to prepare personnel for teaching positions in rural areas. A lack of appropriately trained special educators is typical of rural schools across the United States, where social, economic and geographic conditions cannot attract qualified teachers from utside the area and local residents do not have access to training programs (Helge, 1981; 1984). Many districts must issue emergency certificates to cope with personnel shortages a practice that threatens the quality of programs offered (Smith-Davis, 1985). This has led some states to seek alternative routes to teaching certification that involve on-the-job supervision (Pipho, 1986).

West Virginia, a state where over 60% of all citizens reside in areas classified as rural (WVU, 1985), has seen in recent years severe shortages of teaching personnel in most areas of special education specialization. A survey of county school systems revealed that over two-thirds were experiencing difficulties recruiting and retaining special educators, especially for the low incidence handicaps (Ludlow, 1985). To combat these shortages, the state has been forced to rely upon the issuance of temporary, out-of-field teaching permits to individuals who agree to enroll in training programs leading to teaching certification.

The number of permits issued has grown dramatically in recent years. During the 1980-81 school year 572 permits were issued to teachers providing special education services. By the 1984-85 school year, this number had risen to 1,172 permits issued (West Virginia DOE, 1985). The demand for certified teachers has far surpassed the capacity of institutions of higher education to provide them. Consequently, new approaches to problematic areas of training have been required in order to effectively address the profound shortage of certified special educators.

West Virginia University, the state's landgrant institution and flagship university, has offered coursework at a number of off-campus sites through its 33 county service area for nearly a decade. The unavailability of practicum sites in the remote regions, however, has prevented some students from completing training programs and has discouraged many others from applying. In addition, teachers working in special education classrooms resented the need to take a leave of absence or to attend a summer practicum program to complete practicum requirements. But university educators were reluctant to waive practicum in light of the importance of supervised demonstration of teaching competencies to certification and licensing of teachers.

Yet studies suggest that local personnel who receive on-the-job training are those most likely to remain in special education in rural areas (Bina, 1981; Marrs, 1983). Many professional educators also believe that the most useful training for any teacher takes place in the employment setting (Grant, et al., 1979; Russell, 1971). The working teacher has an optimal setting for demonstrating and improving instructional skills when provided with approprate supervision and meaningful feedback (Russell, 1971). The West Virginia University Special Education Program, therefore, developed a model to provide a clinical practicum experience to practicing teachers in their own classrooms. This model was funded as a personnel preparaton project by the Office of Special Education and Rehabilitation Services in 1984.

The Clinical Practicum Program is designed to provide an on-the-job practicum experience in which trainees employed as teachers may demonstrate competencies needed for state teaching certification in Mental Retardation, Learning Disabilities, or Behavior Disorders. The experience consists of a six-credit hour course during the Fall or Spring semester; over a 12 week period, the student must demonstrate competencies to the satisfaction of a cooperating teacher assigned by the county school system and a faculty supervisor provided by the university. Clinical practicum experiences are offered to the eastern and southern counties of the service area in the Fall semester, and to the northern and western regions in the Spring to conserve travel time and avoid cancellatons due to winter weather hazards.

A. APPLICATION AND ELIGIBILITY

Students make application one semester prior to that in which they wish to enroll in the clinical practicum program. To be eligible for clinical practicum, they must meet these requirements:

1. enrollment in a graduate degree or certification program at WVU;
2. completion of all other required coursework for certification;
3. prior experience of a supervised practicum in some area of education;
4. at least two years teaching experience in the area of specialization in which practicum is to be conducted;

5. employment in a classroom setting that meets state program standards for the area;
6. authorization from superintendent and building principal for the practicum to be conducted in the school setting;
7. provision by the school district of a master cooperating teacher certified in the area of specialization;
8. participation in the practicum orientation session.

The practicum coordinator reviews the application and transcript to determine if all requirements have been satisfied, then contacts the county school system to schedule the practicum, and notifies the student of acceptance.

B. SELECTION OF SUPERVISORY PERSONNEL

The Coordinator selects a cooperating teacher and university supervisor for each student admitted to the Clinical Practicum Program.

The county school system recommends a certified master teacher in their employ or contracts with another agency (school system, regional educational service agency, college, or private organization) to supply one. To be eligible to supervise practicum, the cooperating teacher must meet the following criteria:

1. possession of a valid West Virginia teaching certificate in the area of specialization in which the practicum is to be conducted;
2. completion of a master's degree in special education in that area of specialization;
3. teaching experience of at least three academic years in that area of specialization;
4. authorization from the superintendent and building principal to supervise the practicum student;
5. participation in the practicum orientation session.

The cooperating teacher is responsible for scheduling at least twelve (12) observations (approximately one visit per week), lasting one to two hours in the practicum students classroom. The teacher will assist in the development of the Individualized Personnel Training Plan (IPTP), observe, evaluate and provide written feedback on lessons observed, and document the demonstration of all practicum competencies. This insures that student performance is assessed by a practicing teacher certified in the area of specialization who is also familiar with the constraints of the particular school system and geographic region.

The coordinator also selects the university's supervisor from the pool of university adjunct and full-time faculty available for supervisory assignment in a given semester. To be eligible to supervise practicum, the university supervisor must meet the following criteria:

1. possession of at least a Master's degree in special education and certification in one or more areas of specialization;
2. classrom teaching experience of at least three academic years in one or more areas of specialization;
3. prior supervisory experience.

The university supervisor is responsible for scheduling at least six (6) observations (approximately one visit every other week), lasting one to two hours, in the practicum student's classroom. The supervisor will approve the IPTP, observe, evaluate and provide written feedback on lessons observed, offer suggestions to the student on practicum competency demonstration, and confer with the cooperating teacher concerning the student's progress at least three times (at the beginning, middle, and end), during the practicum. This insures that the practicum experience is monitored by a qualified university staff member trained in supervision and familiar with program requirements.

C. ORIENTATION

An orientation session is held immediately prior to the practicum experience for students, cooperating teacher, and suprvisors. At that time, the coordinator and assistant(s) describe procedures in the Practicum Handbook, explain what competency requirements must be demonstrated and evaluated during the practicum experience, instruct cooperating teachers and supervisors in observation and supervision techniques, and establish a schedule of observation visits. Students complete a preassessment on practicum competencies by rating themselves via a behavioral Q-Sort technique. Those competencies on which they rate themselves the weakest are incorporated into the IPTP, with activities designed to improve teaching skill that must be completed during the practicum (see Figure 1).

D. OBSERVATIONS

During scheduled observation visits, the practicum student presents a lesson plan for any activities to be observed. The cooperating teacher or university supervisor observes the lesson and makes a written record on the Daily Observation Form (see Figure 2), according to the following steps.

1. review lesson plans
2. record facts, not judgements on form
3. describe events in sequence
4. look for cause-and-effect relationships
5. make appropriate comments on back of form or separate sheet

Immediately following the lesson, observer and student discuss the lesson, using techniques of clinical supervision (Acheson & Gall, 1980):

1. analyze: describe the performances in terms of observable patterns;
2. interpret: compare with objectives or program standards;
3. decide: determine changes to be made and the steps to make these changes;
4. recommend: outline potential activities, strategies, and resources;
5. summarize: use specific praise for performance and growth.

In addition, the cooperating teacher documents the completion of specific teaching competencies (see Figure 3) as the student demonstrates each one, and assists the student in performing the tasks specified in the IPTP (see Figure 1). The university supervisor oversees the student' s progress in completing these activities and provides assistance as needed.

E. EVALUATION

Upon completion of all competencies at the end of the practicum experience, the practicum student and both supervisory personnel evaluate the student's performance as well as the operation of the Clinical Practicum Program.

1. Practicum Competency Rating
   Attainment of practicum competencies by each practicum student is rated independently by the student and both supervisory personnel as strong, adequate, or weak. This information is used to assess the student's progress as well as for research analyzing the percentages of agreement on student proficiency across raters.

2. Summary Evaluation
   The cooperating teacher and university supervisor each complete a written summary evaluation on the practicum student, documenting special teaching strengths, areas that need further development, and skills appropriate to the grade level/area of exceptionality (see Figure 4). The supervisor assigns a grade of Satisfactory, Unsatisfactory, Incomplete or Withdrawal. These forms become part of the student's permanent file and serve as a data base for recommendations for future employment.

3. Practicum Evaluation (Cooperating Teacher Form)
   The cooperating teacher rates the practicum as a meaningful learning experience. (see Figure 5). Supportive comments and constructive criticisms provide important feedback for program modification.

4. Practicum Evaluation (Practicum Student Form)
   The practicum student rates the practicum experience and the effectivenss of supervisory personnel (see Figure 6). Supportive comments and constructive criticisms provide important feedback for program modification.

F. PRELIMINARY RESULTS

The pilot program was implemented in Spring 1985 with 25 students currently employed as teachers enrolled in the clinical practicum program. Data from the evaluation surveys completed by cooperating teachers reveal that nearly all participants favored the program (see Figure 5). Additional data from the evaluation surveys completed by practicum students suggest that the overwhelming majority felt that the practicum was a meaningful learning experience (see Figure 6).

To summarize the operational aspects of this on-the-job practicum, the following strengths and weaknesses have been identified:

Strengths:

1. improvement of accessibility of special education training programs to teachers in rural areas;
2. involvement of school systems in teacher preparation;
3. development of a local support system for rural special educators through a collegial model; and
4. use of university personnel for technical assistance in rural classrooms.

Weaknesses:

1. expensiveness of travel, lodging costs for supervisory personnel;
2. time and energy demands on university personnel (including long distance travel, unoccupied time between observations and overnight stays);
3. limited direct contact with supervisory personnel in the classroom; and
4. difficulties in demonstrating and objectively verifying all practicum competencies.

Although it can be concluded that the Clinical Practicum Program is an effective model for supervising teachers on-the-job in rural areas, a number of issues remain to be resolved:

1. what classroom programs serve as adequate settings? (rural programs may have few students, mixed categorical areas, or individual training assignments that complicate demonstration of practicum competencies).
2. how can certified master teachers be found to supervise?

(rural areas face a shortage of qualified, trained personnel in some areas of specialization);

3. how can a schedule of observations be arranged to maximize direct supervisory contact and minimize travel time? (isolated rural sites and conflicting teaching schedules limit visits to two at most three students per day and travel between distant sites on rural access roads is time-consuming);
4. how can a schedule of observations accomodate unplanned interruptions? (winter weather conditions and school emergencies may interfere with planned visits and require reschceduling at another date);
5. what supervisory skills do cooperating teachers need and how can they be trained? (teachers cannot be required to take a course in supervision and many live too far from the university to receive training in a centralized location);

6. how can competency validation procedures be rewritten to permit reliable documentation of proficiency? (traditional procedures for assessing teaching skills rely on subjective judgement rather than objective evidence).

Formative and summative evaluation data from the pilot phase and the operational phases of the Clinical Practicum Program will be used in the decision-making process as modifications are designed and tested to address these and other issues. This development and evaluation process will insure that the program is tailored to best meet the training needs of teachers for an on-the-job practicum in rural areas. Preliminary findings and observations, however, indicate that providing on-the-job supervision promises to be an effective approach to the training of special educators in rural areas.

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Figure 1

INDIVIDUALIZED PERSONNEL TRAINING PLAN

Competencies

The following competencies must be demonstrated during the practicum experience:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

Plan of Action

The student and supervisor will follow the plan of action outlined below:

Competency	Demonstration Procedure

The plan has been developed and mutually agreed upon by:

Date	Practicum Student	Cooperating Teacher	University Supervisor
____	________________	________________	________________

Figure 2

LESSON OBSERVATION FORM

Student: ______________ Date: ________ Observer: ____________
Area: ________________ Lesson: ____________________

PREPARATION
Planning and Objectives

Organization and Sequencing

Instructional Materials

Classroom Environment

INSTRUCTION
Motivation/Rapport

Use of Instructional Materials

Behavior Management

Pupil Evaluation

Practical Application

PUPIL RESPONSE
Participation

Enthusiasm and Interest

Figure 3

COMPETENCY ASSESSMENT PROCEDURE

The Practicum requires the student to show mastery of a set of competencies. A variety of techniques may be used to assess this mastery. The techniques used are: (1) assessment of knowledge, (2) assessment of teacher performance, and (3) assessment of products. Examples of assessment procedures in each competency area is suggested here.

Competencies	Assessment Procedure
A. PRETEACHING	
I. Special Education Foundations	
a. identifies historical and current trends in services for exceptional individuals	coursework
b. states definition, incidence, and diagnostic criteria for categories of exceptionality	coursework
c. describes intellectual, social, emotional and physical characteristics of exceptionalities	coursework
d. discusses education, social and vocational services/programs for exceptional individuals	coursework
e. uses appropriate descriptive terminology in speech and writing	coursework
II. Assessment Techniques	
a. selects formal assessment instruments to collect data on academic performance	product/coursework
b. develops informal assessment devices to diagnose pupil learning needs	product/casestudy
c. modifies assessment procedures to accommodate pupil needs and testing situations	product/casestudy
d. interprets data collected from various sources to plan instructional programs	product/casestudy
e. selects procedures to evaluate pupil progress and instructional effects	product/casestudy
III. Instructional Planning	
a. develops long-term objectives for pupils in cognitive/affective/psychomotor domains	IEP
b. develops short-term objectives including measurable behavior/conditions/criteria	IEP
c. task analyzes curriculum goals to determine instructional sequences	lesson plan
d. writes lesson plans to reflect individual pupil performance objectives	lesson plan
e. uses a variety of methods and materials appropriate to pupil needs	lesson plan

Figure 3 (continued)

IV. Classroom Organization	
a. controls environmental conditions for pupil comfort and facilitation of learning	observation
b. arranges room to provide a variety of learning settings (centers/carrels/groups)	observation
c. plans and conducts individual and group activities simultaneously	observation
d. schedules and paces activities to make efficient use of teacher and pupil time	observation
e. uses supportive personnel effectively to facilitate instructional delivery	product/example
B. TEACHING	
V. Classroom Management	Behavior Management Plan
a. positions pupils to minimize behavior problems and facilitate teacher-pupil interaction	observation
b. establishes classroom procedures and routines to develop self-discipline	observation
c. manages individual and group behaviors to provide a positive learning climate	observation
d. uses a variety of reinforcing events according to individual pupil preferences	observation
e. applies positive and negative contingencies immediately and consistently	observation
VI. Instructional Programming	
a. gives instructions/directions to orient pupils to lesson objectives	observation
b. presents instruction in sequence so pupils respond with few mistakes	observation
c. uses questioning strategies to elicit pupil responses and discussion	observation
d. provides verbal and nonverbal feedback to pupils on performance	observation
e. provides sufficient practice for generalization/maintenance of skills	observation
C. POSTTEACHING	
VII. Instructional Evaluation	
a. identifies and analyzes errors to develop remedial strategies	product
b. uses continuous assessment to measure pupil progress toward mastery of objectives	product
c. analyzes pupil performance data to redefine objectives/redesign programs	product
d. rates/assigns grades to pupils accurately and equitably from recorded data	product
e. develops system to report progress to pupils, parents, and school personnel	product

Figure 3 (continued)

D. OTHER PROFESSIONAL ACTIVITIES

VIII. Interpersonal Communication

a.	communicates information/data at formal and informal meetings	SBAT meeting
b.	prepares formal and informal written diagnostic and evaluation reports	product
c.	provides consultation services to parents and professionals	documentation
d.	designs and conducts training for parents and professionals	documentation

IX. Professional Development

a.	recognizes teaching strengths/weaknesses and has realistic expectations for self	IPTP
b.	accepts and uses suggestions and criticisms from other professionals	completion of practicum
c.	seeks assistance from personnel or references for self-improvement	resource person contact documentation
d.	participates in professional activities (conferences, organizations, subscriptions)	documentation

X. Nonteaching Responsibilities

a.	performs administrative tasks and nonteaching duties efficiently	principal/ supervisor documentation
b.	complies with school rules, policies and regulations	principal/ supervisor documentation
c.	dresses/behaves professionally according to setting and activity	principal/ supervisor documentation
d.	demonstrates regular and punctual attendance at assigned activities	principal/ supervisor documentation
e.	locates resources, makes referrals and coordinates services of other disciplines	resource personnel list developed

Figure 4

SUMMARY EVALUATION
UNIVERSITY SUPERVISOR

Please answer the following questions:

What special teaching skills have you observed in this practicum student?

What teaching skills should this practicum student continue to develop?

Do you think this practicum student is/will be successful in a teaching position at this grade level for this area of exceptionality? Explain.

SIGNED:

University Supervisor: ______________________

Practicum Student: ______________________

Date: ______________________

FINAL GRADE
Unsatisfactory ____
Satisfactory ____
Withdrawal ________
Incomplete ________.

Figure 5

EVALUATION DATA
SPRING 85 CLINICAL PRACTICUM

Cooperating Teachers Survey	N = 18 YES	NO	UNDEC
PRACTICUM STUDENT			
1. Was the student properly prepared for practicum?	17	0	1
2. Was s/he responsive to suggestions/criticisms?	15	1	2
3. Did s/he demonstrate knowledge of special education?	18	0	0
4. Did s/he demonstrate skill in instruction/management?	17	0	1
5. Did s/he demonstrate professional attitude/behavior?	18	0	0
6. Did the class benefit from contact with the student?	17	0	1
PRACTICUM SUPERVISOR			
1. Did the supervisor clearly explain your role?	15	1	2
2. Did s/he have sufficient training/experience?	18	0	0
3. Was the number of observation visits made adequate?	15	3	0
4. Was the length of time spent per observation sufficient?	15	3	0
5. Did the supervisor have good rapport with the students?	15	0	3
6. Did the supervisor/s observations agree with yours?	15	0	3
UNIVERSITY PROCEDURES			
1. Did orientation prepare you for practicum?	13	3	2
2. Did responsibilities make reasonable demands on time?	13	4	1
3. Did the Handbook clearly explain procedures?	14	2	2
4. Did competencies reflect skills needed by teacher?	17	1	0
5. Did observation forms accurately depict performance?	12	2	4
6. Did evaluation forms fairly assess competencies?	14	0	4
PRACTICUM EXPERIENCE			
1. Was the practicum a meaningful learning experience?	14	0	4

If asked to serve as a cooperating teacher again, would you:

1. accept under the present condition	14
2. refuse under any circumstances	0
3. accept only if alterations were made	4

Figure 6

EVALUATION DATA
SPRING 85 CLINICAL PRACTICUM

Practicum Student Survey N = 16

UNIVERSITY PROCEDURES	YES	NO	UNDEC
1. Did orientation prepare you for practicum?	12	3	1
2. Did responsibilities make reasonable demands on time?	15	1	0
3. Did the handbook clearly explain procedures?	14	1	1
4. Did competencies reflect skills needed by teachers?	16	0	0
5. Did observation forms accurately depict your performance?	16	0	0
6. Did evaluation forms fairly reflect your competency?	16	0	0
PRACTICUM EXPERIENCE			
1. Did coursework prepare you for practicum?	12	1	3
2. Were you assigned in the placement you requested?	16	0	0
3. Did you engage in activities related to university requirements?	15	1	0
4. Did you engage in activities related to career goals?	16	0	0
5. Did practicum personnel contribute to professional growth?	16	0	0
6. Was the practicum a meaningful learning experience?	13	0	3
COOPERATING TEACHER			
1. Did s/he have sufficient training/experience to supervise?	16	0	0
2. Did s/he model appropriate behavior and dress?	16	0	0
3. Did s/he encourage initiative on your part?	16	0	0
4. Did s/he listen receptively to questions/comments?	16	0	0
5. Did s/he review lesson plans before observation?	15	1	0
6. Did s/he refer you to helpful resources & materials?	15	0	1
7. Did s/he observe work with both individuals & groups?	14	2	0
8. Did s/he provide feedback in conversation & writing?	16	0	0
9. Did s/he use praise as well as constructive criticism?	16	0	0
10. Did s/he suggest solutions for learning/behavior problems?	16	0	0
11. Did s/he evaluate your progress on a regular basis?	15	1	0
12. Did s/he confer with the university supervisor regularly?	12	1	3
13. Did the cooperating teacher evaluate you fairly?	16	0	0
14. Should the cooperating teacher continue working with students?	13	1	2
UNIVERSITY SUPERVISOR			
1. Did s/he have sufficient training/experience to supervise?	16	0	0
2. Did s/he provide direction for practicum activiteis?	15	0	1
3. Did s/he assist in solving procedural problems?	15	1	0
4. Did s/he announce observations in advance?	16	0	0
5. Did s/he review lesson plans before observation?	15	1	0
6. Did s/he refer you to helpful resources & materials?	14	1	1
7. Did s/he observe work with both individuals & groups?	15	1	0
8. Did s/he provide feedback in conversation & writing?	16	0	0
9. Did s/he use praise as well as constructive criticism?	15	1	0
10. Did s/he suggest solutions for learning/behavior problems?	15	1	0
11. Did s/he evaluation your progress on a regular basis?	16	0	0
12. Did s/he confer with the Cooperating Teacher regularly?	14	2	0
13. Did the university supervisor evaluate you fairly?	16	0	1
14. Should the university supervisor continue working with students?	15	1	0

Community Awareness and Participation

Into this category falls parent participation, community awareness and support for preschool programming and reliance and family protectiveness, family systems values may often be confusing or misleading to a public school teacher who through lack of training or exposure may be insensitive to these issues. In the small farming community served by Project RURAL the families of the initial students to be enrolled in the project were very sensitive to the early labelling which occurs when children are placed in specialized programming.

Conclusions

Placement options for children in rural areas will continue to focus on identified service providers and or/public schools. In the instance where public schools become the primary service delivery site, caution must be exercised in respect to the development of programs that are sensitive to the needs of the individual child, parents and other service providers (formal/informal) in the community. States which have the opportunity to address these issues through the legislative or regulatory process should seriously consider building into service systems multi-disciplinary and community collaborative approaches to preschool special education. The need for greater unification within the early childhood/early elementary community is evident and ongoing. Finally, effective advocacy for young special needs children takes into account the possibilities and real limitations of the public school system as an effective service delivery site in the maintenance of least restrictive environments, effective parent involvement and broadened societal and governmental responsibility in providing for very young special needs children.

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BETTYE M. CALDWELL

Day Care and the Public Schools – Natural Allies, Natural Enemies

A blending of early childhood and elementary programs—as in Little Rock's Kramer Model—seems a logical way to benefit children, parents, and society.

My personal interest in day care began about 20 years ago at a time when any program of infant stimulation ran against the grain of theoretical ideas about proper upbringing for young children. To some extent this was true even if the mother was the "stimulator." It was especially true, however, if anyone other than the mother were the agent of stimulation and enrichment.

Our concern (Caldwell and Richmond 1964) was primarily directed to young children of poverty who were known to be growing up in somewhat chaotic family circumstances. As many of the mothers were minimally available to their children, either physically or psychologically (Caldwell et al. 1963), our interest was in developing an enrichment program that would in some way supplement the experiences available to children in their homes. Our idea was to have teachers and other specially trained caregivers work with the children for a few hours each day and introduce them to various developmental events intended to excite and stimulate them.

The idea of bringing infants together in groups was totally unacceptable at that time. The common fear was that even short-term separation of infants from their mothers would be tantamount to creating "institutional" rearing conditions. The deleterious consequences of growing up in institutional care were constantly cited in the professional literature (see Bowlby 1952) and publicized in the popular press. Our proposal to develop such a program in Syracuse, New York, was turned down, but we were offered a loophole. The Children's Bureau was willing to consider our request provided we used as subjects only those children who were already receiving some sort of substitute care and that we would not reduce in any way the daily time they spent in contact with their own mothers. In short, we could conduct our own project with children who were already in day care (see Caldwell 1971).

Our center served children from six months through five years of age. It was affiliated first with the Department of Pediatrics of the Upstate Medical Center of the State University of New York and later with the College of Home Economics of Syracuse University. Although the resources of two great universities were behind it, it operated essentially in isolation from the mainstream of either university. It also operated in isolation from the public school system into which most of the children graduated.

While my professional concern centered on preschool children, I was personally involved with the public schools, having a set of twins who entered kindergarten at precisely the time that our project was "discovered" nationally. Occasionally I would be late picking them up from school, and Syracuse winters can be very cold. There I would find two forlorn twins with icy hands and frozen cheeks. I can remember reacting with horror to their not being allowed to wait inside to be picked up; when school was out, children were expected to go home immediately. To me it seemed the most logical thing in the world to think that their elementary school could have provided some sort of extended day care. It struck me as rather ironic that while I was working hard in one part of the city to provide both care and education for other people's children, no one was concerned about providing the care needed to supplement the education mine were receiving.

Shortly thereafter I moved to Arkansas and took with me something of an obsession about the need to develop child care programs in the public school. This obsession was no longer based only on my perception of the need for such care as a service to families but also on my awareness of the need to change the public conception of what day care was or should be. Considered by many people as a service that provided only "care and protection" for low-income children, child care was actually a comprehensive service that could and did provide education, access to medical care, and social services to large numbers of children from all levels of society. It was my conviction that an alliance with public education would help to "legitimize" child care and help it gain respectability with parents, professionals, and policymakers. Likewise, it was my hope that the provision of day care in a public school setting would make the elementary educational program more relevant to modern social realities.

Natural Allies—The Kramer Model

What developed from this obsession—with a great deal of help from Little Rock School District officials, personnel from the University of Arkansas, an interested granting agency (the Children's Bureau, shortly thereafter subsumed into the newly created Office of Child Development), and a favorable zeitgeist—was the Kramer Model. From 1969 to 1978 the project operat-

"Continuity between early childhood and elementary educational programs should be as normal and routine as continuity between 2nd and 3rd grades."

ed essentially as described here. Some of the major components are still in operation, although with slight programmatic changes and major administrative changes.

Early Childhood-Elementary Continuity

Continuity between early childhood and elementary educational programs should be as normal and routine as continuity between 2nd and 3rd grades. In most educational settings, however, this is definitely not the case. In fact, there is often a change in auspice (from private to public, or from one type of public funding, such as Head Start, to another); in location and size (from private home, church, or small-group center to large school); in educational philosophy and curriculum (from much free choice to a high degree of structure and adult control); and in training background of the personnel. Not infrequently there is distrust on the part of early childhood personnel of elementary personnel, and vice versa. Early childhood teachers often accuse elementary teachers of being concerned with subjects rather than children and of neglecting the "whole child"; elementary teachers sometimes assume and imply that their kindergarten colleagues "just play" with the children and do not "really teach" them anything.

"Once we fully understand today's demographic realities, the question of whether schools should provide day care will become totally obsolete."

If the transition is from anything other than a public school kindergarten, there is seldom any exchange of records. School personnel do not appear to be particularly interested in knowing much about previous educational experiences, and rarely do they send reports to teachers who previously worked with the children. Thus the new teachers receive no benefits from the insights gained by their predecessors, and the former teachers have no opportunity to confirm or disconfirm their predictions about future educational progress of individual children.

By having both an early childhood and an elementary program in the same building—with teachers from both segments serving on all committees, attending all meetings, and sharing the same lounge—we hoped to kindle a spirit of united effort directed toward common goals. Although it took some time for this spirit to develop, it unquestionably became an important feature of the Kramer Model.

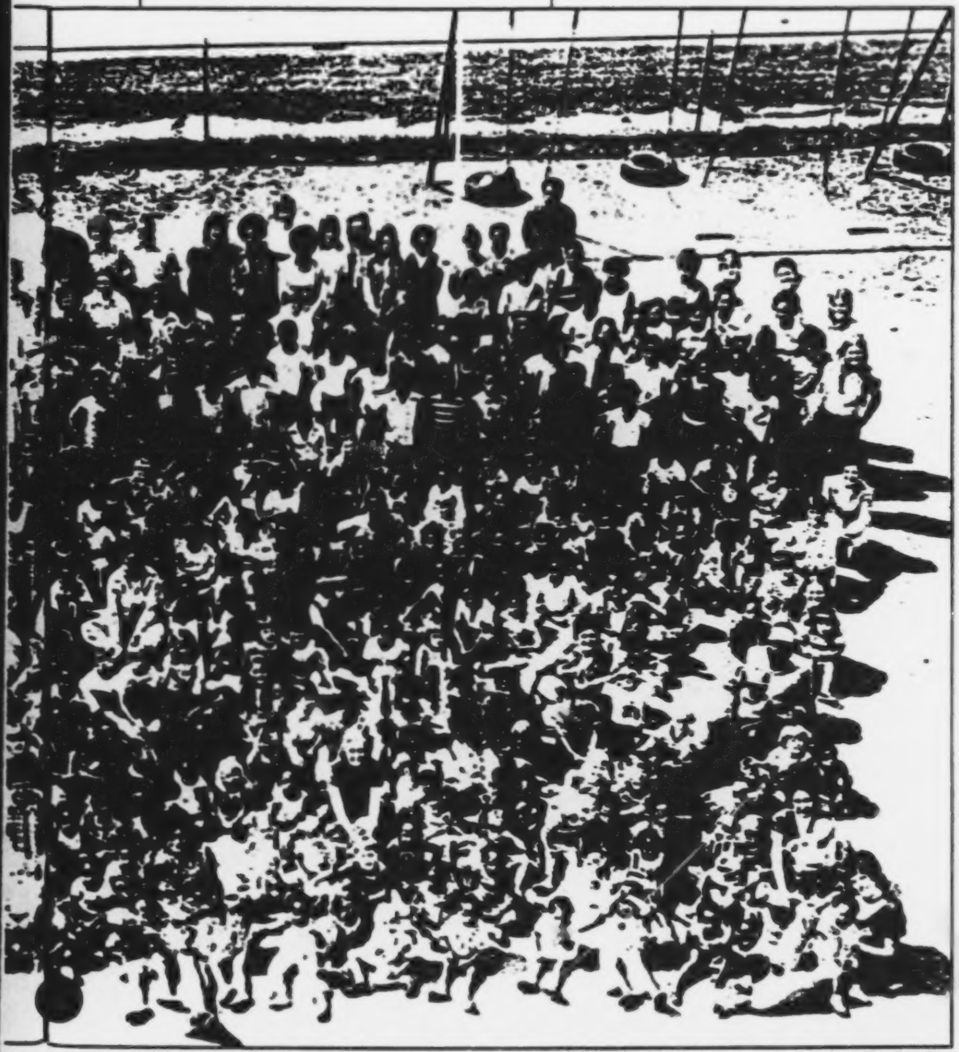
Educational Day Care

The most important component of the Kramer Model was the conversion of the entire school to an "extended day school." That is, the school officially began at 6:45 A.M. and closed at 6:00 P.M. year round. The bells rang at the same time as in all the other elementary schools within the Little Rock School District, but the program operated for the full day. The extra hours and days were funded out of the program grant. Teachers at Kramer taught for the same number of hours and total days as all other teachers in the system (although they did have the option of applying for summer and holiday work for extra pay).

Extra hours were covered by part-time and split-time staff, or, for the early childhood segment, by staggering beginning and ending hours so that at least one certified teacher was on duty at all hours. In a situation like this it is easy to let "natural" preferences work themselves out instead of conforming to systemwide work hours. That is, there were always one or two early risers who preferred to begin work at 7:00, and there was always at least one person who preferred to begin work at 9:30 and stay later in the afternoon.

When day care in the public schools is discussed, concern usually is limited

to children roughly in the age range of five or six to ten years. (Where kindergartens last only a half day, most working parents keep their children in a child care program until they reach 1st grade.) While this in itself is beneficial, it does not provide the range of coverage that many parents need. That is, a working mother may have children aged seven, four, and two, all of whom need day care. In many communities that can mean three child care arrangements (one school-age setting, one preschool, and one infancy program) rather than one. The elegance of the Kramer extended care arrangement was that it accommodated children from 6 months to 12 years of age in the same physical location. The convenience of this arrangement for working mothers is truly remarkable—and quite rare.



Taken in 1974 when the Kramer Project was five years old, this photograph shows "all of us"—teachers and staff, researchers and students from age six months to 13 years—arranged on the Kramer School playground in Little Rock, Arkansas

Traditional starting and ending times for public school schedules, and dates for opening in the fall and closing in the spring, are entirely anachronistic in today's world. The times and dates we now have were not arbitrarily set; they were chosen to allow the schools to dovetail with the social realities of the children and families they served. The hours allowed children to complete chores before and after school, and the dates corresponded to times when the children would be needed to help in the fields. It is unfortunate that we are so bound to custom that we have lost sight of the fact that the custom originally corresponded to demographic realities. Once we fully understand today's demographic realities, the question of whether schools should provide day care will become totally obsolete.

Public School-University Collaboration

Other major features of the Kramer Model include having a university professor run the school and serve as its principal; establishing an advisory board to oversee school operation consisting of university and community personnel, in addition to representatives of the Little Rock School District; and establishing special work arrangements for Kramer teachers involving both extra requirements (take a certain inservice course of work and the late-day shift) and special privileges (having an aide in the classroom) not available to other teachers in the system. Although many of the special arrangements required for Kramer went far beyond the day care situation, the same flexibility may well be necessary if a public school day care program is to be anything more than an appendage to the existing operation without any curricular or developmental relevance.

One clear but often overlooked benefit of this university-public school alliance was the constant presence in the school of student teachers and a few doctoral candidates. Not only did their presence confer status on the Kramer teachers, but their excitement

"It is foolish to try to distinguish between the services in terms of shibboleths such as *care* versus *education*. In order for either service to be relevant to the needs of children and families, both components must be present."

about the Kramer philosophy was contagious. For example, it was not uncommon for a 5th grade teacher to complain to an early childhood teacher that a mess "your" children made at the water fountain caused "our" children to slip down. To the students, all the children were far more likely to be perceived as "our" children, and they contributed to eliminating some of these exclusionary references.

Everything possible was done to help the students "think developmentally." For example, teachers had to spend some time with a class in each quadrant of the program—infancy, early childhood, primary (grades 1–3), and intermediate (grades 4–6). Obviously, they spent the greatest amount of time in the quadrant in which they expected or hoped to teach. Exchange times for teachers were also arranged so that intermediate teachers occasionally taught for a morning in an infancy or early childhood classroom, and vice versa. After such exchanges elementary teachers were rarely heard to complain that the early childhood teachers "had it easy" or early childhood teachers to criticize elementary teachers for not understanding and loving the children enough.

Natural Enemies

When people ask me what we learned at Kramer, I usually tell them we learned that it isn't easy. Such an arrangment makes so much sense both socially and educationally that one could logically wonder why schools are organized any other way. And yet the two domains of child care and education are also natural enemies.

Conceptual and Philosophical Differences

The first basis for the adversarial relationship between day care and education relates to the concepts out of which each service pattern has grown and, if you will, to the way in which proponents of each service want the field to be identified. Having developed largely from a social service orientation, day care has been known as a service that provides "care and protection" for children. Schools, on the other hand, provide "education." Such sharp dichotomies represent a misunderstanding of both services, for it is literally impossible to care for and protect young children without educating them, and vice versa. The domain of education already includes many services that might seem to fit more comfortably under the rubric of care and protection: school nurses, health programs, nutrition programs, hot lunches, vision and hearing screening, requirements for immunization, and so on. Likewise, during a large part of the day, every high-quality day care program will provide educational experiences that are similar if not identical to school "teaching programs" for children of comparable age. Thus it is foolish to try to distinguish between the services in terms of shibboleths such as *care* versus *education*. In order for either service to be relevant to the needs of children and families, both components must be present.

Another conceptual distinction already mentioned is that day care is believed to be largely for "poor children from problem families," whereas public education is for "all children." There are now more families with young children whose mothers work outside the home than there are families in which the mother is available fulltime as a caregiver. And because all families supplement parental care with *some* extra-family child care, we recognize that the nature of the family situation no longer defines day care—if, indeed, it ever did. There are more commonalities between the fields than there are differences.

Both Institutions Held in Low Esteem

A second reason for the animosity that we sometimes find between representatives of public education and day care is that, unfortunately, both institutions are often held in low esteem. The current clamor for "educational reform" clearly implies that somehow public education has "failed." Likewise, day care has been denounced by conservatives as "weakening the family" and by liberals as being a "wasteland" of poor quality in which children's lives could be ruined. Leaders of the day care movement have often bristled at suggestions that an alliance between the field and education would be beneficial. A typically hostile objection might be, "The schools have already ruined the older kids; let's not help them do the same thing with the little ones." Natural resistance to such a union was increased by media reports of a national surplus of elementary and secondary teachers and by the suggestion that such teachers could be diverted into the burgeoning day care field if it were part of public education and thereby comparably lucrative for teachers. Early childhood and day care personnel were legitimately offended at the implication that no special training was necessary to work with young children. However, such an attitude on the part of professional educators was no different from that often expressed by the general public and given as a reason for failing to provide higher salaries for early childhood personnel.

The important point here is that the two fields, each of which had reason to doubt that it was held in esteem by the general public, took a stance against one another rather than forming what should have been a natural alliance. It was as though each sought to bolster its own self-esteem by asserting its independence from and superiority to the other.

Mutual Need—The Bonding Agent

The demographic realities of modern life have made this separatism and exclusivity on the part of both day care and public education entirely obsolete. Both fields have undergone travail, and both are dealing with increasingly sophisticated consumers who legitimately advocate education that fits modern urban rather than outdated rural patterns of family living, and day care that accepts its responsibility to provide developmentally appropriate education to young children.

Representatives of both domains must learn to find strengths and assets in one another. The biggest problems many people in the child care field face are low salaries and poor working conditions. Teachers certified in early childhood who work in public schools make, on the average, $5,000 more per year (often for fewer hours and days) than certified teachers who work in child care. Likewise, the public schools are having to try to withstand the major inroads in their clientele by private schools. It is fascinating to note that the new private academies springing up all over the country are not overlooking the profit potential associated with the provision of child care. Almost without exception, such schools are providing extended day care and summer programs. Unless public schools offer comparable services, they cannot hope to hold a major share of the market. And, though we might not want to admit it, marketing is as important for public education as it is for other products and services.

The inroads into support for public education made by this increasing network of private schools have weakened the infrastructure of our educational system. Likewise, allegations of sexual abuse and concerns about maintenance of healthful conditions in child care centers have generated increased concern about the quality and benefit of such programs. One might be tempted to suggest that attempts to unite the two domains are too late; the general public now sees both services as inadequate and flawed.

But, of course, it is never too late to develop a service program that is in harmony with patterns of human need. Because a blending of day care and education can meet the needs of children for developmental guidance and the needs of parents for effective supervision of their children more conveniently than any other pattern of service, I predict that the two domains will move ever closer to one another. The resultant merger will be symbiotic for the two fields and beneficial to children, to their parents, and to society.☐

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Managing Small Group Instruction in an Integrated Preschool Setting

Joanne Curry O'Connell

■ Integrating young handicapped children into regular preschool classrooms represents the least restrictive environment for many preschool handicapped children (O'Connell, 1984). Most regular preschool classrooms can be considered ideal for handicapped children, since they are designed to allow each child to learn at his or her own developmental level and pace. Many classrooms are based upon the Piagetian theory of development (Piaget, 1976), whereby each child is encouraged to interact with the materials in the environment, as well as the other children, in order to acquire new developmental skills by trial and error and imitation. However, unless certain instructional alterations are made in the preschool classroom, many handicapped children may not benefit from the opportunity to interact and learn with their nonhandicapped peers (Fredericks, et al., 1978; Rogers-Warren, Ruggles, Peterson, & Cooper, 1981; Snyder, Apolloni, & Cooke, 1977).

The teacher is a key variable in determining the success of handicapped children in regular preschool classrooms—a "facilitator" of child development who assists the pupils in their learning by providing corrective feedback and reinforcement for their attempts to initiate new activities and learn new skills (Anastasiow, 1978).

Illustration by Angeline V. Culfogienis
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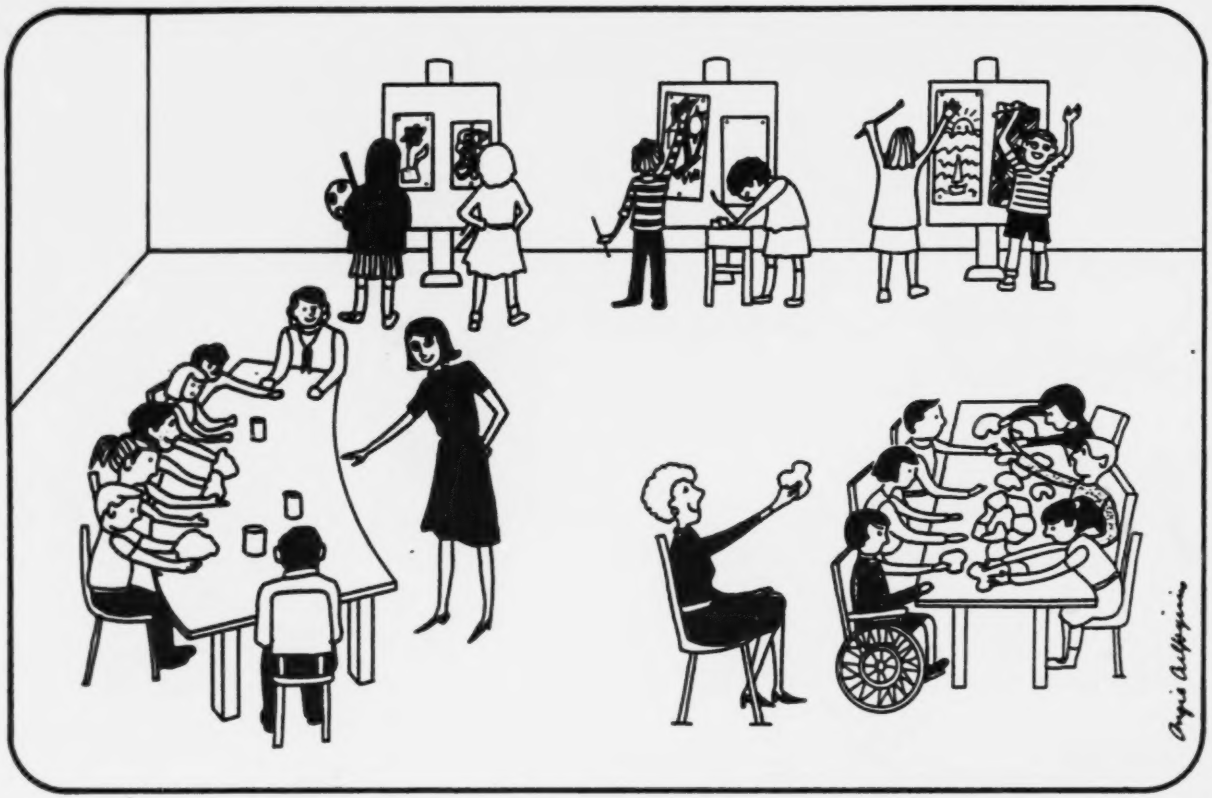
Children who are developing normally will not experience difficulty with this instructional style and will be successful through their own initiations, given minimal support. Handicapped children, however, often lack the ability to initiate their own activities within a large group setting. Without this key developmental ability learned at an early age, they may become isolated in the regular preschool classroom, thereby failing to develop at an appropriate rate, unless the teacher's instructional style is modified.

INDIVIDUALIZED INSTRUCTION IN THE REGULAR PRESCHOOL SETTING

Because children in the regular preschool setting are encouraged to initiate their own activities and develop at their own pace, individualized instructional objectives are not generally established. However, to teach handicapped children the specific skills they need to interact with the classroom materials without direct supervision, a structured, isolated, small group instructional session must be scheduled. Creatively modifying the traditional preschool schedule so that direct instructional time is provided for these children can greatly enhance their success.



What follows is a description of how one preschool, the Institute for Human Development at Northern Arizona University in Flagstaff, has successfully implemented these instructional modifications. Handicapped children have been integrated into regular preschool environments for the last 3 years. The program model consists of enrolling 5 handicapped children in a preschool class along with 10 to 15 nonhandicapped children, using mixed aged groupings of 3- to 5-year-olds. One full-time teacher and one full-time aide staff the classroom, although volunteers are actively sought and in some instances parent participation is a requirement of the child's placement into the preschool.

Scheduling Small Group Instruction

Our experience in working with regular preschool teachers has shown that many preschool teachers have good instructional skills, but because they are trained

During the small group instruction session, the teacher identifies the skill to be taught and the activity the child will participate in.

to be *facilitators* of learning, they may not distinguish the need for an individual handicapped child to be taught certain kinds of skills in an isolated instructional setting in which extraneous stimuli competing for the child's attention are eliminated. To aid the teacher in providing these children with the individualized instruction they need, a small group instructional session can be planned as a part of the normal day. Traditional preschool schedules are usually designed around the activities identified in the following schedule:

8:45– 9:00	Greet children and parents
9:00– 9:20	Large group circle time (days of the week, show and tell, etc.)
9:20– 9:50	Free play (with table play activities, art, sand/water play)
9:50–10:00	Transition time/bathroom
10:00–10:20	Snack time
10:00–10:45	Outdoor/motor play
10:45–11:05	Free play
11:05–11:25	Large group circle time (language activities)
11:25–11:30	Prepare to go home

The only activity that is missing from a special education perspective is individualized instruction time. This is easily accomplished if the first half of the 30-minute free play period from 9:20–9:50 is designated small group instruction time.

The typical free play period is characterized by child-initiated activities with materials designed to promote fine motor, perceptual, language, cognitive, and creative skills through coloring, painting, water and sand play, puzzles, beading, or similar activities. The functional skills developed through these activities are often the same skills needed by handicapped children. If this time period is designated a small group instruction session instead of free play, the role of the teacher must change to one of structured direction. The teacher identifies the skill to be taught and the activity in which the child will participate, the goal being to ameliorate skill deficits. The teacher must then structure the session and direct the child—a role that is the antithesis of the facilitating, Piagetian model.

Routines for handling materials are taught during the puzzle play activity so that the handicapped children develop a consistent pattern of response.

FIGURE 1
Small Group Instruction Session

	Monday	Wednesday	Friday
Fine Motor	A = Puzzles	A = Play Dough	A = Painting
	B = Painting	B = Puzzles	B = Play Dough
	C = Play Dough	C = Painting	C = Puzzles

A = 2 handicapped children; 5 nonhandicapped children
B = 1 handicapped child; 5 nonhandicapped children
C = 1 handicapped child; 6 nonhandicapped children

Once the regular preschool teacher becomes cognizant of the role change required by a small group instruction session, he or she must address the following logistical problems:

1. The nonhandicapped children do not exhibit skill deficits; hence, directed instruction is restrictive for them.
2. With only two adults available, splitting the group in half still results in two groups of 10 children each—not a small number for instruction.
3. It is difficult to provide one-to-one instruction for a child while nine other eager bodies watch and become restless.

The play activities typically planned for this time period can be used creatively as vehicles for individualized instruction. The major difference is that specific skills at the appropriate instructional level must be identified for the handicapped children so that the materials to support the target skill development are available at the play area.

The traditional preschool schedule is modified so that direct instructional time is provided to handicapped children who can be successfully integrated into the regular preschool environment and given maximum opportunities to learn.

Grouping for Individualized Play Activities

A typical integrated preschool class of 20 children, four of them handicapped, can be divided into three groups, with seven children in two groups and six children in one group. Group assignments are not fixed, so groupings change daily or weekly depending upon the nature of the planned activities, the skills of the children, and whether or not a volunteer is available to assist with the groups. In the example given here, the activities have been planned so that two adults can monitor the activities as well as provide some instruction. The nonhandicapped children are excellent models and can assist with the handicapped children in the group.

Figure 1 is an example of one week's planned activities for the small group instruction period. The group composition is designated by, "A," "B," or "C," with the number of handicapped children in each group changing depending upon the nature of the activity and the degree of teacher instruction and feedback required for the handicapped children to succeed. During the 15-minute period, each handicapped child should receive a minimum of five to ten opportunities to perform the response with teacher prompts and corrective feedback or reinforcement.

Puzzle play. In the example, a group of children has been assigned to do puzzles (Group A). The puzzles may range in difficulty from a 3-piece, simple-shaped, noninterlocking puzzle to a 12-piece, interlocking puzzle. Careful planning has ensured that a puzzle is available for the appropriate functioning level of each handicapped child. At the acquisition stage of learning, the handicapped children should not be allowed to select their own materials.

During the small group instruction session, strategies for manipulating materials (for example, those identified with the Montessori preschool model) can be taught very effectively. All the children are taught to manipulate the materials in a standard fashion. For instance, in working with puzzles, the group is taught to take the puzzle pieces out of their holes one at a time from left to right and place them above the puzzle board. Routines for handling the materials are taught so that the handicapped children develop a consistent pattern of response for interacting with each material and stimulus-response conditioning can occur.

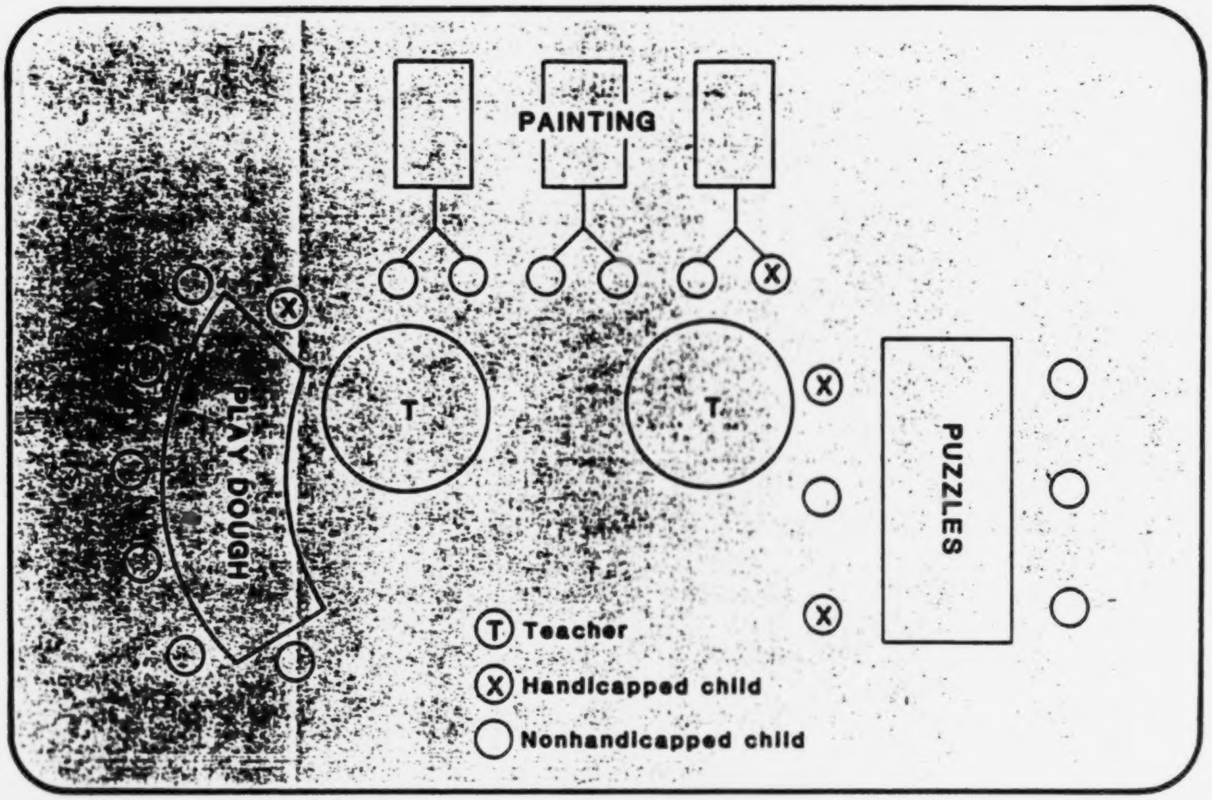


FIGURE 2
Physical Arrangement of Classroom

The nonhandicapped children quickly learn the designated routines for handling the materials. While modeling appropriate "puzzle" behavior for the group as a whole, the teacher can physically prompt the two children in Group A who are handicapped to complete the response. As the other children begin to put their puzzles back together, and perhaps start on new ones, the teacher provides instruction to the handicapped children through commands and prompts with corrective feedback and reinforcement. When the teacher leaves the table to check on the children who are painting, it is not at all uncommon to see a nonhandicapped child imitate the teacher and remind the handicapped children how to do the puzzle.

Working with paint and play dough. Two other activities that have been selected for this instructional period are painting (Group B) and play dough (Group C). These activities can promote development of fine motor skills such as hand-eye coordination, holding a brush, and squeezing and cutting the play dough. Once again, specific routines for using the materials should be developed. The aprons for painting should be kept consistently in the same location. Children are directed to get an apron and put it on before painting. They are also instructed to help each other get the aprons on and tied before anyone touches a brush. If only three easels are available, the paper can be divided down the middle (either physically separated or with a line) and two children will be able to paint at each easel.

Many nonhandicapped children will have had prior experience with paints and have no difficulty painting, but it is likely that the handicapped children will need direction. Some handicapped children are hypotonic, if not actually physically handicapped. Therefore, the adult in charge of this group should pair each handicapped child with a nonhandicapped child who is preferably older and who will talk to the handicapped child. We have found that some peers are very interested and helpful in assisting handicapped children.

Since the children stand up to perform this activity and the potential for extraneous movement is increased, a timer can be used to signal the beginning and end of this period. The children are instructed to paint until the timer rings. The adults can intermittently reinforce the children's painting from any of the three activity areas to help keep them on task.

The play dough activity is set up at a table for the seven children in Group C. Because of the poor muscle tone of some handicapped children, homemade play dough is recommended because it is much softer and easier to manipulate than commercial play dough. Several containers are placed on the table containing scissors, knives, cookie cutters, and commercial manipulatives for the children to share. The handicapped child in this group may initially need to learn basic skills such as squeezing, rolling, and patting the dough into a pan. Teacher modeling and instructions are once again used to teach the handicapped child how to manipulate these materials, and the teacher should also instruct the handicapped child to watch the other children. The child may have to be prompted to look while the teacher is pointing at the next child rolling out a piece of dough. Imitation should be encouraged because handicapped children benefit most from this educational environment through developing an awareness of other children's behavior.

Organizing the Physical Space

Three adults (teacher, aide, and volunteer) can manage these three groups most easily. However, if only two adults are available, the three activities are still manageable. The handicapped children derive the following benefits from being assigned to different groups:

1. They benefit from the models provided by their nonhandicapped peers.
2. The nonhandicapped children can assist them in the appropriate use of the materials.
3. The teacher or other adult provides the one or two handicapped children in the group with physical prompting while the nonhandicapped children are concurrently receiving most of their instruction through verbal directions.

At the Institute for Human Development, we have found that we can physically arrange these play activities so that they are within close proximity to each other, with the handicapped children seated so that teacher management of skill instruction is possible. Figure 2 shows how the environment can be arranged so that two adults can monitor the three activities.

The handicapped children are placed at the sides of the tables closest to the teacher so that if they attempt to leave, the teacher can quickly redirect them. Each handicapped child is placed with a group of nonhandicapped peers who are appropriate models for correct behavior, and is seated or standing in close proximity to one of these peers. The adults move among activities so that direct instruction can be provided to the handicapped children during the 15-minute period. The teacher and aide must be sure to focus their attention on the handicapped children at specific time intervals during the 15-minute period so that sufficient opportunities are provided for these children to respond to teacher prompts.

CONCLUSION

With the appropriate use of play activities for learning and the introduction of a period of direct instruction into the traditional preschool schedule, handicapped children can be successfully integrated into the regular preschool environment and given optimum opportunities to learn.

The activities presented here were designed to benefit both handicapped and nonhandicapped children, and the groupings are such that two adults can manage the instructional period. When a structured instructional period of 15 minutes is targeted, the teacher provides needed attention to the handicapped children in the groups without fear of paying too little attention to the nonhandicapped children—a common concern of regular preschool teachers when they first introduce handicapped children into their classrooms.

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Five Community Services Boards serving rural Southwest Virginia joined together to create the Southwest Virginia Regional Co-Operative. The Community Services Boards in Virginia oversee mental health and mental retardation services on a local level.

The Co-Op complements local infant intervention programs, which provide home-based services for children from birth to two (2) years of age who have been identified as mentally retarded, handicapped, developmentally delayed or high risk. The new regional program will provide high tech professional services, physical therapy, occupational therapy, speech therapy, and psychological services to the infant programs and local school systems. Services like these have been minimal in the past due to the region's rural nature.

The program serves thirteen (13) rural counties, from Wytheville to Lee County, and is a pilot project for the state of Virginia and is funded by a grant through Developmental Disabilities.

The Community Services Boards participating in this grant realize a need to expand services for developmentally disabled infants and their families. The high need for these services can be attributed to the nature of the area. The Southwest Virginia counties are part of Central Appalachia, a region which has made tremendous strides in recent years in human service delivery, but still lacks access to many services common to other parts of the state and nation. The area is characterized by mountainous terrain, with primary industries of mining, agriculture, and light manufacturing. The poverty level and educational levels of citizens may contribute to abnormally high infant death rate, numbers of children born at risk of developmental disabilities, and premature births.

Also being provided is inservice training and support for all infant intervention teachers, as well as child find to locate those children in need of early intervention.

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1985 ACRES PRESENTATION ABSTRACT

STRATEGIES FOR IMPLEMENTATION OF A COMMUNITY BASED PRE-EMPLOYMENT TRAINING PROGRAM FOR MENTALLY HANDICAPPED STUDENTS IN A RURAL COMMUNITY

Session Leaders

G. LANE PATRICK
VALERIE S. VAN ALLSBURG

STRATEGIES FOR IMPLEMENTATION OF A COMMUNITY BASED PRE-EMPLOYMENT TRAINING PROGRAM FOR MENTALLY HANDICAPPED STUDENTS IN A RURAL COMMUNITY

Pinal County Special Education is nestled among the cotton fields in rural Arizona. Communities utilizing the special services of Pinal County Special Education reach 20-30 miles away in all directions. Populations of these communities vary from 1500 to 18,000 in the largest adjacent community of Casa Grande.

Pinal County Special Education is currently in its second year of its successful transition from school to community work program.

The presentors of this program would like to share an overview of the already state-recognized-quality Vocational Program through utilization of slides and printed materials. This total program has served to help prepare our educable and trainable mentally handicapped students for the community pre-employment training program, and includes a Simulated Work Activity Training Program, Woodworking Vocational Shop, On-Campus Work Experience Program, and finally the Community Based Work Activity Program.

Information regarding establishment of the programs will be discussed and will include some of the financial aspects, rural transportation, staff and student information, vocational evaluations and job trial philosophy.

In presenting the Student Pre-Employment Training Program the following aspects will be addressed: Community Awareness and Employer Contacts, the Job Training Process, Monitoring and Evaluation Process, Coordinating of Classroom Programing, Program Goals, and the Final Transition of "Aging Out" to the job site at age 22 and coordination and communication with all of those involved with that student.

Handouts will include student description and job assignment, monitoring forms, employer evaluations form, and program outline. Questions will be addressed by the session leaders following the presentation.

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SPECIAL APPRENTICESHIP PROGRAM

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The Special Apprenticeship Program (SAP) provides specific learning disabled and mentally retarded students attending Yelm High School with vocational training and skill attainment opportunities to successfully make the transition between school and the workplace. This program has been developed to specifically meet the needs of students living in a rural area in western Washington who have little access to training and employment opportunities outside their immediate environment. The Special Apprenticeship Program provides an opportunity for the community and the school to work together to help increase the students' opportunity to find gainful employment once they leave the school setting.

Workshop participants who attend the Special Apprenticeship Program session will be invited to learn about this program through lecture, video taped and slide presentation examples, discussion, handouts, and a question and answer exchange. Participants will be given an opportunity to focus on modifying the Special Apprenticeship Program to meet the particular needs of their rural school districts. They will find that the SAP is easily modified to meet the needs of individual students, budgetary restrictions, and community resources.

The Special Apprenticeship Program is comprised of four basic courses and a student club: the pre-vocational course; the work adjustment course; the work experience course; the workplace math/consumer education course; and the Special Occupational Students (SOS) Club. The courses provide students with a basic understanding of work and a set of practical job skills that students learn to generalize to almost any work situation.

The Pre-vocational course is the first in the series. This is a year long an entry level course that provides students with basic information about the world of work and skill mastery in the following areas: the responsibilities of accepting employment; the importance of attitude in the workplace; the need to follow a task to completion; the necessity of accepting supervision and authority from a superior; filling out forms and writing resumes; and how to successfully participate in a job interview. Students receive instruction in these areas through a variety of teaching methods including: pencil and paper activities; lectures; guest speakers from the community; movies; tapes; role play situations; and mini-practice sessions that allow the students to process and practice the information and skills they are learning.

The Work Adjustment course is designed to give students a closely supervised practical opportunity to practice the skills they learned during the pre-vocational course. The goal of the Work Adjustment course is to provide students with an opportunity to practically apply and generalize the skills they learned during the Pre-vocational course. Students in the

Work Adjustment course are placed in hour-long, closely supervised work situations in an around the campus. These work situations can range from the simple task of going to the office to deliver a message while following specific directions to helping the custodian clean a classroom. Students progress from simple to complex tasks based on their skills and abilities. Students also participate in class sessions that focus on advanced skill attainment and special needs and questions that arise as a result of the work placement. This course also provides an opportunity to identify any deficiencies that may exist in the student's work skills and then to review and remediate as necessary before the student actually enters the work force through the Work Placement course.

The third component of the Special Apprenticeship Program is the Work Placement course. This two year course provides students with a two-hour actual work experience in the community. Students are placed in work assignments based on student interest, skill attainment, and job availability within the community. Before students are placed, a set of work performance goals are established by the student, employer and school special education Vocational Coordinator and the special education Vocational Assistant. Student performance is then measured by the employer on a written evaluation form based on the work performance goals and by on-sight visitations by the Vocational Coordinator and Vocational Assistant.

Students enrolled in the pre-vocational and work adjustment classes are also automatically made members of the Special Occupational Students (SOS) Club. The SOS Club is a fully recognized student activity and is governed by the rules established by the student body of the school. The purpose of the SOS Club is to provide students with an opportunity to create and sell a product in a supervised environment. By doing so, students learn the nitty-gritty of running a business such as: the importance of quality control; how to determine if there is a need for the product; how to sell a product; how to make change and keep a record of cash flow; and how to keep track of product inventory. Students also learn about the workings of government by actively participating in student government activities while representing SOS.

The final course in the program is the workplace math/consumer education course. Students in this course learn the basic mathematics skills that they will need to successfully work and life in the community. Among these skills are: writing sales receipts; figuring percentages and fractional amounts; working with sales tax; comparison pricing; money skills; credit skills and interest rates; banking skills; and calculator skills. This is a semester-long course that is usually taught during the second year of the program.

Participants who attend the Special Apprenticeship Program workshop will gain information and skills that will aid them in establishing a new vocational program or honing an existing program. The presenters' knowledge and enthusiasm for their subject will entertain and energize participants while at the same time providing them with the practical information they need to know to successfully implement a vocational program.

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There are now more than 40 national bulletin boards along with over 50 active state bulletin boards. The most recent addition is the APPLE bulletin board managed by Dr. Alan Brightman of Apple Computer's Office of Special Education Programs. This bulletin board provides *SpecialNet* users with a unique opportunity to ask questions regarding the use of Apple and other computers in their district as well as make suggestions directly to Apple related to hardware and software needs. Other bulletin boards include:

- RURAL serves as a source of sharing practices, programs, publications, and other resources for rural special education programs. This bulletin board is administered by the American Council on Rural Special Education (ACRES).

- EMPLOYMENT provides a listing of employment opportunities throughout the country in special education.

- RFP contains information on grants and contracts issued by federal agencies.

A *SpecialNet* Communication Center has been set up for conference participants' access to *SpecialNet*. You are welcome to use the equipment to send a message, or check bulletin boards or your mail. Gary Snodgrass from *SpecialNet* will be available throughout the conference to answer any questions you may have, or to provide assistance using the system.

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Earlybird Session
Tuesday, April 22
1:30-4:30 pm

Project S.E.R.T.

Special Education Training for Regular Educators of Native-Americans

By

Dr. Carl G. Foster

The Navajo Nation is the largest American Indian Tribe in the United States. This Nation is located in the Southwest on a reservation equivalent in square mileage to the State of Virginia. A 1980 census determined low-socioeconomic population of 160,000 live in isolated camps and work in mining, agriculture or government service organizations. Four Reservation communities and five "border towns" are centers for the purchasing of goods and the acquiring of services. The Navajo philosophy, language and culture are practiced by Tribal members in every phase of daily living.

Forty-eight thousand preschool through high school age Navajo children are educated in state supported schools, Bureau of Indian Affairs facilities, church sponsored programs or Tribally controlled sites. Academia is provided during a six-and-one-half-hour school day throughout 180 day school year. Of these school age children, it is estimated that 12,000 are eligible for special education. A significant number of these exceptional children have been identified and are receiving special education services. To promote the child's education, many are mainstreamed into the regular classroom. Theortically, this practice enables the exceptional student to receive academic and social environment, cooperatively implemented by the regular and the special education personnel. Because of this cooperative education, it is assumed that the mainstreamed exceptional child is provided with an appropriate and a least restrictive environment.

THE PROGRAM

The Bureau of Indian Affairs, of all the Tribe's educational choices, is the only institution charged by treaties with the education of the Navajo people. Five Agencies are strategically located throughout the reservation to expedite service which ensure the adherence to Federal/Tribal Trust agreements and promote instruction compatible with the child's culture, socio-economic need and learning style. The Chinle Agency is responsible for the education of 3,500 kindergarten through high school age students. Ten schools are strategically located within the Agency's 850 square mile boundary and offer a variety of programming. A teaching staff of 120 implement a pretest/posttest curriculum during a six-and-one-half-hour day throughout a 180 day school year. Twelve special education teachers and fifteen education aides instruct 230 exceptional students in eleven resource and two self-contained classrooms. A "related service" staff of a school psychologist, an educational diagnostician, a speech pathologist and two speech technicians continuously service the special education classroom. An Agency Special Education Office staff, consisting of a coordinator, a child find technician, a secretary and a budget technician, synchronize program offerings.

For several years, the special education coordinator has had complaints from the regular and the special education faculty about the mainstreamed exceptional child. These complaints centered around the mainstreamed exceptional student placed into a restrictive and an inappropriate environment because of regular educators' limited to no special education knowledge and skills. To determined whether these complaints were expressed by a few or shared by the majority, the special education coordinator surveyed 1) regular educators' attitude toward teaching the mainstreamed exceptional child; 2) the number of mainstreamed exceptional students taught in the regular classrooms; and 3) if the regular educator desire training in special education. The survey showed that the average regular educator was exposed to at least one mainstreamed exceptional student daily. Also reported was that the educator felt inadequately prepared to effectively educate the mainstreamed exceptional child.

Overwhelming, regular educators indicated a desire for training which would augment effective classroom instruction of the mainstreamed exceptional child. Based on the survey's results, Project S.E.R.T. (Special Education for Regular Teachers) was implemented during the 1984-85 school year. The Chinle Agency, with funding from Central Office, Branch of Exceptional Education, trained sixty kindergarten through high school regular educators. To ascertain trainee shifts in special education knowledge and skills, a pretest/posttest, no control group, experimental research design and a two tailed T-test, at an alpha of .05, were utilized.

The Agency's 120 regular educators were surveyed using a questionnaire, (Appendix A). Ninety questionnaires were returned with seventy-eight indicating an interest in training. And, of those desiring training, sixty were selected to participate in the Project. Requested demographic information revealed that the average trainee had been an educator 8.22 years, a Bureau employee 9.22 years, an employee of Chinle Agency a mean of 7.43 years and 5 years in the present position. Thirty-eight trainees reported being elementary educators, three stated they were junior high school educators, thirteen indicated having responsibilities at the high school level and eight indicated was having administrative duties. Also reported was that thirty were Native American, three were Black, one was Hispanic and twenty-seven were Anglo.

To ascertain the level of special education knowledge and skills of the participants and to establish topical areas for training, a Project prepared 100 stemed test was administered. (Appendix B). A mean of 66.76 and a standard deviation of 8.17 were computed. The test further indicated that trainees had minimal special education knowledge and skills in 1) P.L. 94-142 and related mandates; 2) behavior management techniques; 3) special education evaluation instruments and procedures; and 4) teaching methods.

Throughout the Spring Semester, the University of Arizona, Department of Special Education faculty provided fifty-four hours of instruction, three days a month, at two centrally located schools. Seventeen hours of instruction was given in each of the four topical areas as determined by the pretest. Nine outside of class assignments evaluated information assimulation, internally validated the Project goal, and was the foundation for adjustment in instruction. At the end of four months, the same test was again administered. A mean of 79.88 and a standard deviation of 6.22 were computed. These data were statistically treated with an obtained T-score of 3.16 compared to a critical T-score of 1.96.

Trainees evaluated the Project, university instructors and the special education topics. Also assessed was how much special education knowledge and skills were acquired, how much of it was implemented and if they recommended this training for other regular educators. (Appendix C) Reported was that the training was good and applicable to their job. Trainees felt the university instructors were very knowledgeable of topics presented and generally, good instructors. The majority indicated that all topics presented were helpful and that they had implemented what was learned. All felt that the training should be offered to more/all regular educators .

CONCLUSION

The Chinle Agency, like its four other Agency counter parts, mainstream 85 percent of its exceptional population. A 1983 survey of 120 regular educators, revealed that a significant number did not feel that they were adequately equipped to instruct the exceptional child in the regular setting. Based on this information, 54 hours of instruction in special education knowledge and skills was provided to sixty regular educators. Investigation of this Training concluded that participants significantly shifted in special education knowledge and skills. Further ascertained was that information received from this training was implemented in the regular setting. The results of this training have been so encouraging that another Navajo Area Agency is requesting Training for its regular educators.

Although the training of regular educators in special education knowledge and skills was limited to the Chinle Agency, these results can be considered to have impact on all Bureau schools. It seems that throughout the Bureau, the mainstreaming of exceptional students is common. However, Bureau regular educators may not have adequate special education knowledge and skills from which to promote the mainstreamed exceptional student's special education program purpose. And, because of inadequate regular educator's special education knowledge and skills, it can be argued that the mainstreamed exceptional student is being discriminated in the regular classroom setting because of his exceptionality and inappropriate instruction. To ensure that all Native American mainstreamed exceptional children, under the Bureau's charge, receive an appropriate and a least restrictive environment, regular educator training in special education knowledge and skills is paramount.

Appendix A

Name: ____________________ Address: ____________________

School: ____________________ Degree: _____/graduate hours completed ___

Please check one.

1. _____ I would like training.
2. _____ I would not like training.

Complete the following.

3. I have taught for: _____ years.
4. I have been employed by the Bureau of Indian Affairs for: _____ years.
5. I have been employed by the Chinle Agency for: _____ years.
6. I have been in this position for: _____ years.
7. My position is: 1) elementary teacher 2) junior high teacher 3) high school teacher 4) supervisor 5) principal 6) other ____________________
8. My ethnic origin is: 1) American-Indian 2) Black 3) Hispanic 4) Anglo 5) other ____________.

---

9. Please rank from 1 through 4 when you would like training.

   1. (most desired) 2. (desired) 3. (Acceptable) 4. (not desired)

   A. _____ during school hours.
   B. _____ in the evening(s).
   C. _____ during the week-end.
   D. _____ after school (3:00 - 6:00)

---

10. If training is conducted beyond my working day, I would like

   A. _____ "Comp time".
   B. _____ Overtime pay.
   C. _____ Graduate credit to be Chinle Agency paid in lieu of comp and/or overtime pay.

Appendix B

An Evaluation of Classroom Teacher's Knowledge of Special Education Procedures

Name ______________________________ School ________________________

I. TRUE FALSE

Please CIRCLE the correct answer.

1.	P. L. 94-142 provides a free, appropriate and least restrictive environment for all exceptional children.	T	F
2.	Schools must be periodically screen all students for possible referral to special education	T	F
3.	P. L. 94-142 says that every special education student must be mainstreamed.	T	F
4.	Anybody can refer a student for special education.	T	F
5.	When a student is referred for special education, he is automatically placed.	T	F
6.	Schools can suspend or expell special education students only under specific conditions.	T	F
7.	Parents/guardians do not have to be informed that their child has been referred for special education.	T	F
8.	When a child is referred for special education, he/she can immediately receive instruction in the special education classroom.	T	F
9.	A decision on special education placement must occur within 45 days after referral.	T	F
10.	Parental/guardian written consent is not necessary to evaluate the child for special education.	T	F
11.	The evaluation of a potential special education student is in accordance with the child's need.	T	F
12.	Parents requesting not to have their child evaluated does not terminate the evaluation.	T	F
13.	The psychologist/psychometrist is the only person who can evaluate the potential special education student.	T	F
14.	If there is disagreement with the evaluation results, another evaluation can be requested.	T	F
15.	The multidisciplinary committee meeting can be conducted without the parent/guardian being present.	T	F
16.	Under Bureau regulations, a school psychologist is the only evaluator who can diagnose for emotional disorders.	T	F

17. An I.E.P can be written before the multidisciplinary committee meeting. T F

18. The multidisciplinary committee can choose not to place the child into special education. T F

19. If a multidisciplinary committee member disagrees with the child's placement, he can do nothing about it. T F

20. To remove a child from special education, the school only needs to say that he is no longer in need. T F

21. A special education student must be re-evaluated every three years. T F

22. If the multidisciplinary committee does not place the child into special education, a written statement must be filed with the special education office. T F

23. Information concerning special education must be written and spoken in the parent's primary language. T F

24. If the parent is a non-English speaker, the school provides an interpreter every time they communicate. T F

25. If the parent/guardian requests, an advocate must be provided by the school or by the special education office. T F

26. Before an I.E.P. is written, the child must be placed into special education. T F

27. The I.E.P. is written only by the special education teacher. T F

28. I.E.P. goals do not have to be attained by the exceptional student. T F

29. Regular teachers are not accountable for the mainstreamed exceptional student's achievement in their classroom. T F

30. A review of the child's placement must be conducted annually. T F

31. I.E.P.s are only written in the Spring. T F

32. Once an I.E.P. is written, it cannot be changed or adjusted. T F

33. Student records must be kept in a fire-proof vault. T F

34. Under the Privacy Act of 1974, pictures of students cannot be taken without parental permission. T F

35. The contents of a teacher's grade book are not confidential. T F

36. Parents have a right to review all school records of their child. T F

37. If a teacher publishes a student's name and his test score, he is violating the student's right to privacy. T F

38. A school cannot release a student's records to another school without written parental permission. T F

39. Schools must remove documents from their records that parents disagree with. T F

40. A due-process hearing can be requested by parent/school when there is an unresolved problem concerning the exceptional student. T F

41. All teacher records of students are confidential. T F

42. The due-process hearing officer can be an employee of the school or of the Agency. T F

43. A written account of the due-process hearing must be kept and be available upon request to the grieving parties. T F

44. The school and the parent/guardian, once a due-process hearing request has been made, do not communicate to resolve the problem before the hearing. T F

45. Special education students should be separated from the regular students. T F

46. A due-process hearing officer's judgement cannot be appealed or taken to court. T F

47. The classroom teacher is responsible for attaining the goal(s) on the I.E.P. he is assigned. T F

48. All special education students are trouble. T F

49. When we attend to a behavior, we reinforce it. T F

50. All behaviors are measureable. T F

51. Section 504, of the Rehabilitation Act, states that an exceptional child cannot be discriminated against for his exceptionality. T F

52. If a parent/guardian decides not to agree to his child's special education placement, he/she can be overruled by the multidisciplinary committee. T F

53. Special education teachers must be certified in the special education classification of the majority of the exceptional students they are teaching. T F

54. After the age of 18, the student's parents no longer have legal control of his special education program. T F

55. All building barriers must be removed which cause an inappropriate and restrictive environment for the exceptional student. T F

II. MULTIPLE CHOICE

Please SELECT the most correct answer(s). Several questions may have numerous correct answers.

____ 56. The exceptional student is protected by:
1) P. L. 94-142.
2) The Family Rights and Privacy Act of 1974.
3) Section 504 of the Rehabilitation Act.
4) All of the above.

____ 57. Periodically, the school must screen all students for:
1) vision.
2) hearing.
3) academic achievement.
4) all of the above

____ 58. An exceptional student is mainstreamed because of the:
1) appropriateness of the setting.
2) least restrictive environment.
3) the administrator says it must be done.
4) all of the above.

____ 59. A student can be referred for special education by the:
1) parent or guardian.
2) educator.
3) student.
4) dormitory personnel.
5) all of the above.

____ 60. When referring a student for special education, there must be:
1) supporting documentation.
2) parental consent.
3) special education teacher approval.
4) all of the above.

____ 61. Schools can suspend or expel special education students if:
1) there is a school policy on discipline.
2) they determine that the student's present setting is appropriate and least restrictive.
3) the parents have been informed of this action.
4) all of the above.

____ 62. When a child has been referred for special education:
1) there must be parental consent.
2) parents must be informed and understand why a referral has been made.
3) the special education teacher has to concur.
4) all of the above.

____ 63. Once the child has been referred for special education, a decision to place or not to place is within:
1) 25 days.
2) 35 days.
3) 45 days.
4) none of the above.

____ 64. Before a child can be evaluated for special education services,
1) there must be a written parental consent.
2) parents have to be notified of the evaluation and understand its purpose.
3) parents must be present during the evaluation.
4) all of the above.

____ 65. If a referred student is School/Office of Special Education determined not to be needing special education services,
1) all documentation is returned to the person(s) referring the student.
2) written notice is given indicating why the student will not be evaluated.
3) no justification is necessary.
4) all of the above.

____ 66. The evaluation of a potential special education student must include:
1) vision.
2) hearing.
3) psychological.
4) education.
5) family history.
6) all of the above.

____ 67. If necessary, the evaluation of a potential special education child can include a:
1) physical examination.
2) speech & hearing examination.
3) neurological examination.
4) all of the above.

____ 68. Under P. L. 94-142, teachers can administer:
1) vision tests.
2) hearing tests.
3) psychological tests.
4) education tests.
5) all of the above.

____ 69. If the parent or the multidisciplinary committee disagrees with the evaluation results, he/they:
1) can request another evaluation.
2) must accept the evaluation results.
3) can appeal to the Principal.
4) all of the above.

____ 70. A Multidisciplinary Committee must be composed of, but not limited to:
1) the student when appropriate.
2) the parent/guardian.
3) an administrator.
4) a special education teacher.
5) a classroom teacher.
6) a person who interprets the evaluation results.
7) all of the above.

____ 71. Before the multidisciplinary committee can proceed without the parent, they must show that the parent has been notified:
1) one time.
2) two times.
3) three times.

____ 72. The Multidisciplinary Committee must:
1) have the majority agree on placement of the student into special education.
2) keep a written record of what took place during the meeting.
3) inform all staff of what was discussed.
4) all of the above.

____ 73. The Multidisciplinary Committee meeting's purpose is to:
1) discuss what the evaluation results indicate.
2) place the child into special education.
3) not place the child into special education.
4) all of the above.

____ 74. Before a child can be removed from special education:
1) the school must feel that there is no longer a need.
2) an evaluation must be done.
3) the multidisciplinary committee must concur.
4) all of the above.

____ 75. If the parent disagrees with the Multidisciplinary Committee's decision to place the child,
1) disapproval is noted.
2) the child is not placed into special education.
3) a due-process hearing is automatically requested.
4) all of the above.

____ 76. If a multidisciplinary committee member disagrees with the placement he:
1) removes himself from the committee.
2) voices his concerns and votes not to place.
3) writes a minority opinion.
4) all of the above.

____ 77. An Individualized Education Plan (IEP);
1) is a yearly plan.
2) has projected goals to be completed.
3) has persons responsible for the goals.
4) all of the above.

____ 78. Teachers must keep records on:
1) when the I.E.P. goal was begun.
2) when the I.E.P. goal was completed.
3) how the goals was tested.
4) student's results.
5) all of the above.

____ 79. Schools must inform the parent/guardian of his/her child's I.E.P. progress:
1) annually.
2) bi-annually.
3) quarterly.
4) none of the above.

____ 80. Special education students records are:
1) labeled confidential.
2) kept in a central location.
3) separated from other student records.
4) all of the above.

____ 81. A due-process hearing must be:
1) requested in writing.
2) submitted to the Principal or Office of Special Education.
3) filed within 10 days after the impasse has occurred.
4) all of the above.

____ 82. Parents must be informed of their due-process rights:
1) annually.
2) in their primary language.
3) in a written format.
4) all of the above.

____ 83. During a due-process hearing, parties have a right to:
1) have legal counsel present.
2) call witnesses.
3) cross examine.
4) all of the above.

____ 84. A due-process hearing officer is:
1) a member of the school.
2) a representative of the Agency.
3) from outside the Bureau.
4) the Office of Special Education Coordinator.

____ 85. For a student to be classified as emotionally disturbed, he
1) has an inability to learn which cannot be explained.
2) cannot build satisfactory relationships.
3) has continuous inappropriate behavior.
4) generally, is unhappy or depressed.
5) all of the above.

____ 86. Student is classified as Trainable Mentally Retarded, if his IQ is between:
1) 35 - 55.
2) 30 - 50.
3) 25 - 45.
4) 40 - 50.

____ 87. A student is classified as Educable Mentally Handicapped if his IQ is between:
1) 50 - 60.
2) 55 - 75.
3) 45 - 75.
4) 55 - 85.

____ 88. A learning disabled child has:
1) a normal to above average IQ.
2) difficulty learning.
3) a possible reversal problem.
4) cannot read.

____ 89. A special education student's program can include:
1) vocational training.
2) physical education.
3) homebound activities.
4) all of the above.

____ 90. Specific learning disabled (SLD) students:
1) have short attention spans.
2) are hyperactive.
3) well below grade level-academically.
4) all of the above.

Appendix C

TRAINING IN SPECIAL EDUCATION OPINIONNAIRE

Please circle the most appropriate answer

1. This training in special education was a) poor, b) average, c) good, d) excellent
2. Topics presented were a) not applicable, b) applicable to my job
3. University of Arizona presenters were a) poor, b) average, c) good, d) excellent
4. University of Arizona presenters were a) not knowledgeable, b) knowledgeable, c) very knowledgeable of their topics.
5. Handouts, and etc. were a) not applicable, b) applicable to my job
6. Topics which were most helpful to me were a) P. L. 94-142, b) behavior management techniques, c) assessment procedures, d) teaching techniques, e) all of the above.
7. Through this course, I acquired a) no new knowledge, b) little knowledge, c) a great deal of knowledge of special education.
8. I have a) not implemented, b) implemented very little, c) implemented a great deal of what I learned in this course.
9. I a) would, b) would not recommend this training for other non-special educators.
10. I dislike the followings about the course:

    a)

    b)

    c)

    d)

11. I liked the followings about the course:

    a)

    b)

    c)

    d)

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Effect of Inservice Education Models on Team Problem-Solving

Effectiveness is a key term in American education in the 1980s. Two primary areas of concern are school effectiveness and teaching effectiveness. Within the two areas, well established data bases have accumulated (Gage, 1984). Educational researchers, such as Edmonds (1982), have suggested an integration of these complementary bodies of data. Taken together, research in both school effectiveness and teaching effectiveness have provided information in the search for answers to the question: What can we do with the educational process, generally and specifically, to yield a better product?

Business and industry have realized for a long time that institutional improvement is closely linked to individual improvement (Pratzner, 1984). Drucker (1977) saw effectiveness as the first of two crucial tasks to be performed within an organization. The second task was realization of potential through change or innovation. As a broad plan of school improvement, effectiveness research findings can be implemented through staff development programs, the vehicle for innovation and change.

If teachers are to realize potential through change via staff development, consideration must be given to the motivational or affective variables related to change (Guskey, 1984; Leyser & Abrams, 1984; Rose & Medway, 1981). In the move toward overall effectiveness, Purkey and Smith (1982) suggested that attention be given to the attitudes as well as the interactions of the people involved. Some of the motivational characteristics that bear consideration are locus of control, self-concept, and attitude. Houlihan (1983) postulated that school effectiveness cannot become a reality unless a hierarchy of social-affective variables is considered first.

Statement of the Problem

In the attempt to create more effective schools, Cuban (1983) has identified a negative result, the increase of standarization. The choice of a uniform curriculum, uniform materials, and uniform teaching methodology creates a dissonance within the reality that children have variant learning needs. The variant learning needs of students are often perceived by classroom teachers as barriers to school effectiveness. The existence of these barriers has been documented in the literature related to service delivery for the handicapped (Hersh & Walker, 1983).

What are the barriers? The first involves technical skills. Regular teachers perceive that they lack the competence to deal with variant learners (Alexander & Strain, 1978; Dodd, 1980; Salend, 1984; Shotel, Iano, & McGettigan, 1972). This feeling of inadequacy persists despite the requirement of P.L. 94-142 for in-service education.

A second barrier to classroom effectiveness is related to the motivational characteristics that impact on teacher performance. The regular class teacher does not feel responsible for dealing with academically and socially different children. One reason for the lack of responsibility is that teachers have not been encouraged to take responsibility for students with assessment scores that fall more than one standard deviation below the mean. Students outside this demarcation were to be a special education responsibility. The easy availability of special education services reinforced regular teachers for referring problem students rather than assuming responsibility for these students (Hersh & Walker, 1983).

A third barrier to classroom effectivness for all children concerns in-service training. A problem that schools face is deciding how to conduct in-service programs that are time efficient, cost effective, and that achieve specified objectives (Leyser & Abrams, 1984). In discussing service delivery systems, Stedman

(1983) stated that training "is poorly carried out at all levels" (p. 118).

Significance of the Study

Data from the U.S. Department of Education support the presence of variant learners within the classrooms of America's schools. Data were available from the state agency in which this study was conducted that provided a more dramatic index of the incidence of variant learners.

A breakdown of the types of variant learners found in regular classrooms includes four groupings. One group of variant learners is the eligible special education students who are mainstreamed into regular classes. A second group includes students who because of academic or social problems were referred and evaluated for possible special education placement but who were not eligible and remain the responsibility of the regular classroom teacher. A third group includes those who upon reevaluation were no longer eligible for special education services and become the responsibility of regular education. A final group includes students who present problems for regular class teachers for non-specific behaviors or circumstances.

Purpose

If, as Bennis (1966) asserted, the health of an organization can be gauged by the effect of its problem-solving process, an innovative support system is needed for classroom teachers to deal with a variety of student learning needs.

The purpose of this study was to investigate the relationship between the implementation of a group problem-solving process known as the Behavior Action Team and the motivational characteristics of teachers. The aim of the Behavior Action Team process was to provide a means of assistance to teachers who were experiencing difficulty with student academic or social behavior problems in the regular classroom. This team process model was introduced to teachers through a four-phase in-service treatment.

Limitations of the Study

Threats to the internal validity of the study existed. The major limitation was the occurrence of other staff in-service programs during the time frame in which the present study was conducted. A second limitation was the competing event of a teacher strike which occurred during two months of the study. A third limitation was related to the three month timeline for the ongoing in-service program of this study. A fourth limitation was that the groups were self-selected based on perceived need for referral. A fifth limitation was the loss of teacher respondents during the study.

Delimitations of the Study

The study was delimited to six rural school districts in one state. The participating schools served as field sites for a federal teacher training project of which the Behavior Action Teams were a component.

Theoretical Basis

An adaptation of the Guskey (1979) in-service education model was used in the present study. The model conceptualizes a sequence of events in which in-service training, new classroom procedures, and student outcomes impact upon teacher perceptions related to causality, self-concept and attitudes.

Definition of Terms

Behavior Action Team. This problem-solving team is a support group for helping classroom teachers deal with learning and behavior problems. The precedent for the Behavior Action Team is the Teacher Assistance Team (Chalfant, 1980). The Behavior Action Team is comprised of three elected classroom teachers one of whom is an intervention specialist. The referring teacher becomes a fourth member. Additional membership may include parents, students, and support personnel such as counselors. Usually, not more than five members meet. The meeting itself is a highly structured seven-step process through which the problem is identified, solutions are brainstormed, intervention procedures are planned, and a follow-up meeting is scheduled.

Intervention specialist. The member of the Behavior Action Team who is a special educator who has received special training in learning and behavior management strategies.

In-service. In-service is defined as "any planned program of learning opportunities afforded staff members of schools, for purposes of improving the performance.

of the individual in already assigned positions" (Harris, 1980, p. 21).

Locus of control. MacDonald (1974) defined locus of control as "the extent to which persons perceive contingency relationships between their actions and their outcomes" (p. 169). This notion of causality specific to a teacher population has been defined by Guskey (1979, 1984) as the extent to which teachers perceive themselves as responsible for students' successes or failures.

Self-concept. The construct of self-concept is "liking and respect of oneself which has some realistic basis" (Crandall, 1974, p. 45). For teachers, self-concept is defined as "feelings of adequacy in teaching situations" (Guskey, 1979, p. 32).

Teaching affect. Guskey (1979) defined this term as "attitudes toward teaching activities" (p. 32).

Methodology

Participants in this study were the teaching personnel of six rural schools. There were 208 initial participants and 134 participants in the final sample. During in-service treatment, the teachers' membership in one of three groups was self-selected. Group 1 was comprised of Behavior Action Team members within each of the six schools. Group 2 included teachers who requested assistance from the Team. Group 3 were those teachers who did not participate in the team process. These groups were the three levels of the independent variable of participation in the team process. Other independent variables were demographic categories that included (a) gender, (b) years of teaching experience, (c) grade level taught, and (d) instructional responsibility (regular versus special education). The dependent variables were the posttest results of measures of teacher attribution, self-concept and attitude. The concomitant variables, or covariates, were the pretest scores on the three instruments that were used to measure motivational characteristics of teachers.

Three instruments were used to gather data from the teacher sample. The first instrument, the Responsibility for Student Achievement Questionnaire (RSA) used as ipsative/ranking technique to measure the perceived responsibility assumed by teachers for academic success or failure of students (Guskey, 1979).

The R+ subscale score of this questionnaire indicated the teacher's perceived responsibility for student success, while the R- subscale score indicated perceived responsibility for student failure. Reliability data, indicated by alpha coefficients, was shown to be 0.79 for the R+ subscale and 0.88 for the R- subscale. Test-retest reliability, from September to June within one school year, revealed correlations of 0.72 and 0.78 respectively for the R+ and R- subscales (Guskey, 1981). Criterion validity data revealed a correlation between students' final examination scores and the RSA to be 0.613 which was significant at the .05 level (Guskey, 1979).

A second instrument, the Teaching Self-Concept Scale, was used to measure the degree of adequacy felt by teachers for meeting specific teaching situations (Guskey, 1979). A summated rating using the Likert method is employed. Reliability was indicated by a Cronbach alpha of 0.84. Criterion validity was established at 0.612 (Guskey, 1979, 1984).

The third instrument was the Affect Toward Teaching Scale. The purpose of this scale, which employed a summated rating using the Likert method, was the measurement of attitude toward activities used in teaching. Reliability was indicated by a Cronbach alpha of 0.85. A criterion validity coefficient showed a correlation of 0.397 between student final exam scores and teacher scores on the Affect Toward Teaching Scale. Although this correlation did not reach significance at the .05 level, the small number of subjects in the validation study precluded statistical significance (Guskey, 1979, 1984).

A non-equivalent control group design was selected for this study. The three test instruments were administered by the researcher prior to the beginning of the Behavior Action Team in-service training program. An ongoing series of in-service training activities relative to the Behavior Action Team process was held. A timeline was followed in completing each goal for in-service training required by the team process. The post measures were taken by the researcher at the end of the school year. Table 1 depicts the research procedures.

Twenty null hypotheses were tested in this study. Primary hypotheses 1 through 4 were tested using One-way Analysis of Covariance. Secondary hypotheses 5 through

Table 1

Summary of Research Procedures

	Group		
	1	2	3
Number of teachers (initial)	23	185	
Pretreatment measures			
Responsibility for Student Achievement	X	X	X
Teaching Self-Concept	X	X	X
Attitude toward Teaching	X	X	X
Treatments			
1. Six-hour in-service training in team problem-solving	X		
2. One-hour in-service, Behavior Action Team		X	X
3. One-half hour in-service training in Behavior Action Team process	X		
4. One-hour in-service Behavior Action Team video		X	X
Postreatment measures			
Responsibility for Student Achievement	X	X	X
Teaching Self-Concept	X	X	X
Attitude toward Teaching	X	X	X
Number of teachers (final)	23	6	105

20 were tested using a Two-Way (a x b) Between-Subjects Analysis of Variance with weighted means. One of the hypotheses was rejected, and two were partially rejected. Nine of the hypotheses were retained. Statistical analysis was not warranted for eight of the hypotheses. In addition, small sample size prevented the inclusion of teacher Group 2 in the statistical analysis.

Results

Hypothesis 2 received the strongest support for rejection. This hypothesis stated: There is no significant difference among the three teacher groups in perceived attribution of causality for academic failure of students. Statistical analysis revealed that teacher Group 1, the Behavior Action Team members, had a significantly higher adjusted post mean than members of Group 3, the teachers who did not request assistance from the Team.

Hypothesis 8 stated: There is no significant difference in responsibility for student failure among teachers with 0 to 5 years, 6 to 10 years, 11 to 15 years, and 16 or more years experience across the three teacher groups. This hypothesis was partially rejected. There was a significant difference in mean scores in favor of Group 1 in the main effect for groups. There were no differences in the means either for years of experience or for the interaction between group membership and experience.

Hypothesis 12 stated: There is no significant difference in responsibility for student failure between regular and special education teachers across the three teacher groups. This hypothesis was partially rejected. A significant difference in means was found for teacher membership in Group 1, the Behavior Action Team, over Group 3, the no-referral group. There were no differences for either instructional responsibility (regular versus special education) or for the interation effect.

Overall, there were no significant differences found in the perceived responsibility assumed by teachers for the academic success of students, for self-concept of teaching ability, or for attitudes toward teaching. No differences were found for the demographic variables of years of teaching experience or for instructional responsibility. Statistical analysis was not warranted for hypotheses related to gender or grade level taught.

Comparative Studies

The results of this study tended to support a relationship between teacher involvement in a problem-solving group and responsibility assumed for student failure. This research finding adds to the body of knowledge related to in-service programs that have as their purpose to heighten teacher responsibility for variant learners in the regular classroom.

This study provides an avenue for a classroom teacher to realize effectiveness and to realize potential through change or innovation. Yet, a majority of the participants chose not be involved in the innovation. The present study, should then be examined in terms of participant involvement in an innovation, the Behavior Action Team process. The final number of subjects in this study ws 134 teachers. Only 23 teachers elected to participate as Behavior Action team members. Only six chose to participate by requesting assistance from the Team. Quite unexpectedly, 105 teachers chose not to be involved with the Team. Studies by Woodman (1978/1979) and Guskey (1979) reported similar patterns of non-participation by a large number of subjects when new or innovative procedures were available.

Lasley and Galloway (1983) urged that teachers assume new roles if greater effectivenss was to occur. These researchers identified a teacher-as-risk-taker role which would be acquired by learning problem-solving techniques. The 105 teachers in the present study would not be viewed in this risk-taking role. A question is then raised by this study. Why do teachers make the decision not to participate in a process of change?

Lortie (1975) enumerated one possible explanation for non-participation. He concluded that teachers did not see changes in self as necessary to attainment of greater effectiveness. Jones and Hayes (1980) studied the stated versus actual needs of teachers. It was found that self-perceptions may not always be valid. Germain (1978) referred to the importance of realistic self-perception as a guide in making choices. The possibility of inaccurate self-perception of needs can be linked to non-participation in new procedures.

Another consideration to be made regarding non-participation in innovation is whether or not the in-service program is effective. Brimm and Tollett (1974) found that 73% of survey respondents indicated that in-service was not relevant to their needs. In the case of the Behavior Action Team in-service program, the need was based on national, state, and local statistics that indicated the presence of variant learners in the regular classroom. The inference from this data base was that teachers needed additional or alternative techniques to deal with such students.

Other elements have been associated with effective in-service programs. The Behavior Action Team incorporated a number of these elements.

1. Skill development should be emphasized (Boote, 1976; Joyce & Showers, 1980; Purkey & Smith, 1982; Wood & Thompson, 1980). In the present study emphasis was placed upon problem-solving and team process skills.

2. Administrative support and leadership strengthen staff development programs (Blietz & Courtnage, 1980; McLaughlin & Berman, 1977; Montague, 1983/1984; Sweeney, 1982; Wang, Vaughan, & Dytman, 1985). In the Behavior Action Team in-service treatment, principals and assistant principals were in attendance; however, the principals did not actively participate in the Behavior Action Team meetings. The literature (Bridges, Doyle, & Mahan, 1968; Chalfant, 1980) suggested that the principal could enhance group process by strong leadership support rather than through team membership.

3. Continuous in-service has been shown to be preferable to the one-shot approach (Hersh et al., 1981; McLaughlin & Berman, 1977; Wang et al., 1985). The Behavior Action Team in-service was a four-phase program that encompassed a three month time period.

4. The preference for on-site location of programs has been established (Brimm & Tollett, 1974; Phi Delta Kappa, 1983; Williams, 1978). Three of the four sessions of the in-service in this study were conducted on-site.

5. The type of activity used in the in-service presentation yields a positive or negative effect. Preferred activities were active participation (Blietz & Courtnage, 1980; Boote, 1976), first-hand experience (Wood & Thompson, 1980), guided practice (Joyce &

Showers, 1980; Wade, 1984; Wood & Thompson, 1980). The in-service programs of this study utilized all of these preferred activities.

It appears that the Behavior Action Team in-service programs incorporated essential elements that are consistent with effective practices. Yet, the non-participant group did not decide to utilize the innovation.

Conclusions

Based on the results and discussion of the findings, several conclusions were reached:

1. A majority of teachers do not voluntarily choose to participate in problem-solving processes such as the Behavior Action Team.

2. Team participation by teachers results in increased responsibility for the academic failure of students.

3. Teachers who do not actively utilize innovative procedures with variant learners may require in-service regarding accurate perceptions of needs for use of innovative techniques prior to being instructed in the content or process of such techniques.

Recommendations

Based upon the findings of this research study, the following recommendations are made:

1. Participants in in-service education programs that focus on change or innovation need attention to prerequisite skills prior to implementation of the content phase of the in-service. Cunningham (1982) suggested a three-step process for change. First, information or experiences are introduced to change perceptions of self, others, and events. Second, the innovation is introduced. Third, on-going support is provided as the innovation is implemented. This recommendation is consistent with the hierachial system of Houlihan (1983) as it relates to the movement toward effective schools. Houlihan postulated that school effectiveness for all students cannot become a reality unless a hierarchy of social/affective variables is considered.

The lowest level of Houlihan's hierarchy deals with relationships, the second with self-concept, the third with attitudes, and the highest level with performance. Houlihan's three initial levels of variables are consistent with Cunningham's first step toward change. The results of the present study support the recommendation for attention to prerequisite motivational variables of teachers before introducing content or information related to performance skills.

2. Involvement of the school administrator during the in-service training and the initial implementation phase of a process such as the Behavior Action Team would encourage teacher participation and utilization of the process. It would also provide a prime opportunity for administrators and teachers to work together on curricular and student matters. The combination of leadership, personnel, and curriculum/instruction has been shown to be crucial in school effectiveness (Clark, Lotto, & McCarthy, 1980).

3. Participation in and utilization of an innovative teacher collaboration effort such as the Behavior Action Team should receive credit toward staff development requirements. This incentive would perhaps encourage participation in innovation.

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NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM

The National Rural Education Research Consortium (NRERC) was formed in 1984, in response to the U.S. Department of Education's Intra-Agency Committee on Rural Education's search to expand the data base of rural education research and identify a national rural education research agenda. The Consortium is composed of rural school teachers and administrators, school board members, university faculty, and state and local education agencies. Membership in the Consortium is **FREE.**

The purpose of the Consortium is to facilitate the quality and quantity of rural education research. This is done by linking individuals with similar research interests and providing data banks of resources. These data banks were conceived from a 1984 Consortium study, the first comprehensive national effort to derive an empirical data base for establishing rural education research priorities.

The NRERC Data Base currently contains the following five data banks, with other data banks under development.

1. A member profile data bank containing an abbreviated vita of all NRERC members.
2. A research skills data bank listing members' skills which they are willing to offer to a research project.
3. A research interest data bank which links members with similar interests.
4. A conference data bank containing lists of members who usually attend particular national conferences to facilitate "piggy back" meetings.
5. A subject pool data bank containing profiles of schools, communities and counties of potential research subjects and indexes by grade level and various categories, e.g., ethnic minorities and family income. This bank was established to assist researchers in obtaining geographic generalizability in their research projects or to obtain a needed population for their research.

These data banks and their potential use to rural education researchers and practioners will be shared with participants as well as other Consortium projects.

In addition, a study is currently being conducted by the Consortium to identify and prioritize actual (operational) research hypotheses and to seek comparative data among different individual roles, e.g., rural parents, rural administrators, rural teacher trainers, and rural teachers. This study will assist the Consortium interest groups in establishing research projects, the federal government in funding rural education research, and individual researchers in selecting research projects.

Participants will be encouraged to share their input regarding future directions of the Consortium and participate in the above study. Enclosed are a brochure further explaining the NRERC and a member profile form for membership in the National Rural Education Research Consortium.

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Do you need us . . .

We need you . . .

TO PARTICIPATE IN THE NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM

NRERC Data Bank
National Rural Development Institute
School of Education
Western Washington University
Bellingham, Washington 98225

OVERVIEW

The NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM is a collaborative team formed to facilitate the quality and quantity of rural education research.

CONSORTIUM OBJECTIVES

The primary goal of the Research Consortium is to facilitate rural education research by linking researchers with similar interests and providing data banks of resources. To meet this goal, the Consortium has initiated the following.

A. A National Rural Education Research Agenda was derived from a modified Delphi study completed by over 500 rural school personnel and others interested in rural education research. This Agenda prioritized needed rural education research and became the mechanism for linking individuals by interest areas. (For example, all individuals interested in volunteer training are linked together as are those interested in the effects of school board composition.)

B. A National Rural Research Data Bank was instituted. The data bank is located within the National Rural Development Institute at Western Washington University. Consortium members may access the data bank by calling, writing or dialing an electronic bulletin board and receive periodic booklets containing data bank files. The following eight data banks are currently being developed.

1. A profile data bank containing an alphabetical listing of members' abbreviated vitae.
2. An interest data bank categorizing members according to the National Rural Education Research Agenda items.
3. A skills data bank listing members' research skills which they are willing to offer to a research project.
4. A conference data bank containing lists of members who usually attend particular conferences to facilitate "piggy back" meetings.
5. A subject pool data bank which researchers can use for geographic generalizability of their research or to obtain a needed population.
6. A needs data bank consisting of research requests from members who need assistance with their research projects.
7. A literature synthesis data bank on rural education projects and programs.
8. A funding sources data bank identifying federal, foundation, state and other funding opportunities for rural education research.

Electronic bulletin boards on general issues involved in rural education and periodic mail bulletins of research progress and results are also planned.

If you would like to become a member of the National Rural Education Research Consortium, be linked with researchers with similar interests and have access to the data banks, please complete the form below and return it to the National Rural Development Institute. There is no membership fee.

NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM (NRERC)

Name: ______________________________

Institution: ___________________________

Address: _____________________________

City: ________________________________

State/Province: __________ Zip: ________

Phone: ______________________________

SpecialNet Code (if any): _____________

Check the appropriate item.

___ I would like to become a member of the National Rural Education Research Consortium. Please send me the necessary forms.

___ I do not wish to become a member of the Research Consortium at this time, but would like to be kept informed of its activities.

NATIONAL RURAL EDUCATION RESEARCH CONSORTIUM

Member Profile

For Office Use Only
F.R. ______________

Name: ____

Institution: ________________________________

Address: ____________________________________

City: _________________________ State/Prov: _______ Zip Code: _____________

Home Phone: (   ) __________________________

Business Phone: (   ) ______________________

If SpecialNet User, code: ____________________

1. Current position and years of experience in job positions: (Check your current position in the left column and write in the number of years of experience you have had in each of the following professions in the right column.)

Current Position	Years Experience	
_______	_______	Public school teacher
_______	_______	Public school administrator
_______	_______	College or university faculty member
_______	_______	College or university administrator
_______	_______	Local education agency official
_______	_______	State education agency official
_______	_______	Other: (Please list: ________________________)

2. Earned degrees: (Write in degrees earned, institutions where the degrees were obtained and the state/province of each of the institutions.)

Degree	Institution	State/Province

3. Professional experience: (Please summarize in 50 words or less.)

4. Areas of specialization in the last five years: (Please summarize in 50 words or less.)

5. Recent publications and presentations: (Please summarize and attach up to five examples.)

6. Research in progress and/or research interests: (Please summarize in 50 words or less.)

7. Community activities: (Summarize participation in local, state and national activities in 50 words or less.)

____

____

____

____

8. I usually attend the following annual national conference(s): (Check all appropriate.)

_____ Adult Education Research Association
_____ American Association for Adult and Continuing Education
_____ American Association of Colleges for Teacher Education
_____ American Association of School Administrators
_____ American Association of School Personnel Administrators
_____ American Council on Education
_____ American Council on Rural Special Education (ACRES)
_____ American Educational Research Association
_____ American Psychological Association
_____ Association for Childhood Education International
_____ Association for Children and Adults with Learning Disabilities
_____ Association for Supervision--Curriculum Development
_____ Association of Teacher Educators
_____ Council for Exceptional Children
_____ National Alliance of Black School Educators
_____ National Association for the Education of Young Children
_____ National Association of Elementary School Principals
_____ National Association of Pupil Personnel Administrators
_____ National Association of Secondary School Principals
_____ National Association of State Directors of Special Education
_____ National Education Association of the United States
_____ National Middle School Association
_____ National School Boards Association
_____ Rural Education Association
_____ Teacher Education Division of CEC
_____ The Association for Persons with Severe Handicaps (TASH)
_____ Other (Please list full name of conference.)

____

____

9. The following nine categories (A-I) represent general areas of rural education research. Within each category are more specific items related to the category. These items will be used to link researchers with similar interests. Check any of the areas in which you would be interested in participating in a research project. If your particular research interest is not listed, write it in the "Other" space under the appropriate category.

A. Rural School Effectiveness
_____ 1. District collaboration/consolidations
_____ 2. Service delivery systems
_____ 3. Leadership qualities
_____ 4. Curriculum outcomes
_____ 5. Other: ______________________________

B. Governance and Finance
_____ 1. Cost effective factors
_____ 2. Effects of federal and state policies and legal procedures
_____ 3. Relationship of school expenditures to achievement
_____ 4. Alternate financing systems
_____ 5. Certification requirements
_____ 6. Other: ______________________________

C. Education Technology
_____ 1. Availability of information services
_____ 2. Staff training needs
_____ 3. Computer-based instruction programs
_____ 4. Other: ______________________________

D. Teaching Styles and Incentives
_____ 1. Incentives for innovative programming
_____ 2. Pay incentives
_____ 3. Effectiveness of different teaching styles
_____ 4. Other: ______________________________

E. Personnel Training Programs
_____ 1. Inservice training
_____ 2. Preservice training
_____ 3. Paraprofessional training
_____ 4. Volunteer training
_____ 5. Other: ______________________________

F. Personnel Recruitment and Retention
_____ 1. Needed personnel roles by geographic areas
_____ 2. Needs of preparation programs
_____ 3. Other: ______________________________

G. School-Community Interaction
_____ 1. School board composition
_____ 2. Cultural needs in curriculum
_____ 3. Other: ______________________________

H. Career/Vocational Education
_____ 1. Transition
_____ 2. Independent Living Skills
_____ 3. Other: ______________________________

I. Rural vs. Non-Rural
_____ 1. Student characteristics
_____ 2. Non-schooling influences
_____ 3. High school/college attendance/drop-out rates
_____ 4. Other: ______________________________

10. The following eleven areas (A-K) represent skills needed in conducting research. Please check any of the skills you would be willing to offer to members of a research project.

_____ A. Identifying funding sources
_____ B. Writing grants
_____ C. Securing research subjects and subjects' consent
D. Developing a research design for:
_____ historical research
_____ experimental research
_____ descriptive research
E. Constructing measurement instruments for:
_____ performance assessment
_____ knowledge assessment
_____ attitude assessment
_____ F. Testing subjects
_____ G. Coding data
H. Data analysis using:
_____ descriptive statistics
_____ bivariate/ANOVA statistics
_____ multivariate statistics
_____ non-parametric statistics
_____ I. Writing the research report
_____ J. Disseminating the research findings
_____ K. Infusing the research findings in appropriate setting
_____ L. Other: (Please specify: ______________________________)

11. In 200 words or less, summarize your research experience with particular reference to those items checked in Question #10.

****

12. One of the most important aspects of this data bank will be the availability of appropriate subject pools to members of the Consortium. These subject pools will consist of students, teachers and administrators of rural schools categorized by school and community profiles. For instance, if a team of researchers need sixth grade teachers in rural remote areas with a school population under 300 for a research project, they could check the Consortium data bank and contact the appropriate individuals to seek their consent to participate in the research project.

To establish these subject pools we need your help. Individuals, like yourself, who are familiar with their local school systems are crucial in helping to identify appropriate subject pools throughout the country. It is not a time consuming task, but it is a vital one if we are going to facilitate rural educational research and use these research findings to improve practice.

Please indicate whether you would be willing to help in this important educational research task.

____ Yes

____ No

****

Thank you for your time in completing this form. Please return it to:

National Rural Education Research Consortium
National Rural Development Institute
Western Washington University
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PROVIDING QUALITY SUMMER PRACTICUM TO THE NON-TRADITIONAL AND RETURNING STUDENT

The major objective of this paper is to describe UP WITH KIDS, a program by which a school of education can deliver a quality summer practicum experience for non-traditional students and at the same time provide an outreach community service.

UP WITH KIDS

UP WITH KIDS was designed initially to meet the ever-pressing problem of providing optimal practicum experiences for non-traditional students who wish to attend methods courses during the summer session. This has been a particular on-going problem at the University of Portland, an urban university, where a great many students wish to complete a special education credential program, or Master's Degree Standard certification program while continuing their regular employment as a regular or special education teacher.

In an effort to provide for these students and not compromise the quality of the program delivered, UP WITH KIDS was developed. UP WITH KIDS is a completely mainstreamed, three week, integrative learning experience for school aged children, operated in the summer by the faculty of the University of Portland. The initial program in 1984 accepted 100 children (25 from the special education program, 25 from the gifted education program, and 50 from the regular education program). Tuition was set at $50 and scholarships were made available through several local, private foundations to allow for participation of minority and underpriviledged children. In order to achieve a cultural balance, brochures describing the program were distributed to public and private schools in the targeted areas; brochures were also sent to pediatricians and childcare agencies. The program was conducted in an elementary school near the University.

The children attended the program from 9:00 a.m. to 12:00 p.m. Monday through Thursday, and were instructed by teachers from the area who had been identified as outstanding in their subject area by University faculty. The University faculty members also assisted in the instruction of the children by demonstrating innovative teaching techniques and state of the art curricular materials. The college students attending the methods classes attended lecture sessions from 8:00 - 9:00 a.m. and from 1:00 - 4:00 p.m., and were assigned to practice material covered with the children from 9:00 a.m. - 12:00 p.m.

Each child enrolled in the program chose four classes to attend for 45 minutes per class each day. The choices were made from the following offerings: working with computers; physical education; drama; film-making; improving basic skills; music; and art. All classes wre completely mainstreamed with children from the special education program, gifted program and regular programs, learning side by side; there was absolutely no attempt to identify or label the children according the ability groupings. Each child learned through the program to accept and appreciate his own strengths and weaknesses as well as those of his peers.

Because of the overwhelming success of the 1984 program, both in the eyes of the college students and the community, there was a two-fold expansion in 1985. An UP WITH KIDS program was held again in Portland and focused upon the urban elementary aged child. This program emphasized multi-cultural and integrative education and was a model demonstration site for the University Consulting Teacher Model Program. A second program took place in Redmond, Oregon, a small central Oregon community. This was held in connection with the University of Portland's off-campus Master's Degree Rural Education Program. The Redmond program demonstrated the Rural Consultation Model and was open to students from K to 12th grade. Creative writing and science were added to the course offerings for the children.

Because of the large applicant pool for the children in the program, the Portland program enrolled 128 children this year, and the Redmond program enrolled 117 students. The 25% handicapped, 25% gifted, and 50% regular education ratio was continued.

For further information contact:

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ABSTRACT

Teacher Consultation Skills

The purpose of this presentation is to describe the role of the teacher consultant. The presentation is designed for those special educations who will assist the regular classroom teacher in adapting materials and procedures to meet the needs of those students experiencing mild to moderate learning or behavior problems. Few teacher training programs provide indepth information about, or the development of, the skills needed in consultation. If there is such information available, far too often, the emphasis is on counseling, and not on consulting. This presentation is totally directed to consultation skills and the application of these skills.

The design of the teacher consultation model draws not only from the field of education, but also from business, medicine, mental health and the industrial professions. Professionals, such as business consultants, county demonstration agents, and grant preparation specialists have developed such skills. The need for consultation skills to be developed for special educators is evident. If they do not have answers to questions asked, they must be able to know where to go and from whom to seek out alternative solutions. They often are called upon to work with difficult situations, to provide teachers and principals with information needed, and to be the "expert in

residence". Usually these responsibilities are carried out with no professional training whatsoever. This presentation will provide knowledge and information in this area for the special education teacher.

The teacher-consultation process presented involves three basic components: 1) What To Do - the models, perspectives, methods, skills, and approaches to consultation; 2) How To Do It - The communication process; and 3) What To Say - Curricular and behavioral recommendations, planning, implementation, and evaluation.

This presentation places the greatest stress and provides the bulk of the instructional materials on the area of consultation, communication, and the development of these skills. While these areas are the foundation for the consultation process, these are the very subjects that most teachers have had little or no exposure to and prior training in. For this reason, the emphasis must be placed here.

CONCURRENT SESSIONS
WEDNESDAY, APRIL 23

10:45 - 12:00 NOON

National Rural Independent Living Network
Regional Workshop
Seattle, Washington
November 15-16, 1985

CREATIVE USE OF LOCAL RESOURCES

Bob Mobley, Executive Director/Administrator
Wendell Foster Center, Inc.
Owensboro, Kentucky

B. The Plan

First Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
20	21 Noon Leadership Mtg.	22 1) Establish Theme/Set Goal/Activities 2) Draft and Print Volunteer Solicitation Letter, Civic Club Letter, and Letter to Companies 3) Establish Mailing List	23	24	25	26
27	28 Noon Leadership Mtg.	29 Announce Leadership to Press	30 Mail Business Appeal Letters to Civic Clubs	31 Mail Business Appeal Letters to Companies		

Second Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Noon Leadership Mtg.	5 Establish Geographical List	6	7	8	9
10	11 Noon Leadership Mtg.	12 Begin Meeting with Civic Clubs (now through Business Walk Week)	13	14	15	16
17	18 Noon Leadership Mtg.	19 Initiate Fund Drive Publicity (now through Business Walk Week)	20	21	22	23
24	25 Noon Leadership Mtg.	26 Begin Blue Chip List Activities	27	28	29	30

Third Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Noon Leadership Mtg.	3	4	5 Mail Confirmation Letter to Business Walkers	6 Mail Letter to Churches	7
8	9 Noon Leadership Mtg.	10 Mail Letters to all Business Owners	11 Confirm List of People for Business Walk	12	13 Organize Business Walk Packets	14
15 Open House 2:00-4:00	16 Noon Leadership Mtg.	17 Business Walk Send-Off - Business Walk	18 Business Walk $ Press Release	19 Follow-Up $ Press Release	20 Follow-Up $ Press Release	21
22	23 Noon Leadership Mtg.	24 Late Follow-Up	25 Late Follow-Up	26	27	28
29	30 Noon Leadership Mtg.	31 Wrap-Up 1) Review results 2) Plan volunteer recognition 3) Make recommendations for next year 4) Close Books December 31	1	2	3	4

VOLUNTEER SOLICITATION FOR
BUSINESS WALK

WENDELL FOSTER CENTER, INC.
AC MR/DD ACCREDITED
P.O. BOX 1668 - 815 TRIPLETT ST., OWENSBORO, KY. 42302-1668 PHONE 502/683-4517

WENDELL FOSTER CENTER FUND DRIVE BUSINESS WALK

Executive Director/Administrator
BOB MOBLEY

OFFICERS
Chairman, Board of Directors
ALVIN W. RICKARD
General Electric Company

Vice Chairman
RONALD L. LOGSDON
Audubon Area Community Services

Secretary
BARBARA BASKETT
Parent

Treasurer
JOE TANNER
State Farm Insurance Company

DIRECTORS:
DAVID ADKISSON
Office of U.S. Senator Wendell H. Ford

JAMES M. BROCKMAN
Prescription Center

J. WILLIAM CARNEAL
Consultant, Texas Gas Resources

WHAYLON COLEMAN
Owensboro City Schools

REX HARDISON
Resident

HADLEY R. HARRINGTON
Speech Pathologist

CARROLL E. HOWARD, M.D.
Physician

MICHAEL JARVIS, M.D.
Physician

ANN MURPHY KINCHELOE
Court Reporter

KENNETH V. LAWSON, SR.
Retired

MARK MADDOX
Ragu Foods, Incorporated

LARRY R. MAYFIELD
Central Bank & Trust Company

JOHN MEDLEY, JR.
Quality Beers

ADELLE MOBBERLY
Parent

RUTH STEELE
Massie-Clark Development Company

THOMAS N. THOMPSON
Thompson Homes, Incorporated

WILLIAM THORPE
Big Rivers Electric Corporation

Dear Friend of the Wendell Foster Center:

The people of the Owensboro area have had a special commitment for the Wendell Foster Center. This has been shown in the form of money and volunteer services for the victims of cerebral palsy that are cared for and educated in the home-like atmosphere of the Center.

The Wendell Foster Center is a private, non-profit facility dedicated to providing training and opportunity for its residents. The Center can continue to do its work only with loyal supporters. This year's theme is "Quest for Independence".

The annual "Business Walk" will be held Tuesday, _________ __, 19__. Last year your firm provided "walkers" for this most necessary fund-raising endeavor. Will you please help us again this year?

For your information, we have listed the persons from your firm who participated last year. Our goal is to have at least 100 walkers -- men and women. If you can provide more volunteers this year, we would be most appreciative. Many people, giving a couple of hours, make an easier, faster job for everyone.

The walker's assignments will be arranged geographically so as to promote the task with efficiency and dispatch. As you know, the Foster Center Fund Drive Walk is well-structured and organized. Packets will be provided on the day of the walk and a fact sheet on the Center will be mailed to all volunteer walkers prior to the Business Walk, which will be kicked-off with a continental breakfast at the Center.

We need two groups of volunteers, so if you or any of your staffpersons cannot assist us on walk day, but would like to help we can use them for follow-up contacts on _________ __ through _________ __, 19__. Please mail the enclosed post card no later than Friday, _________ __, 19__.

Thank you for your kind support.

Sincerely,

Fund Drive Chairman

Fund Drive Co-Chairman

Foster Center plans $180,000 expansion

By Christopher Carey
Messenger-Inquirer

Officials at the Wendell Foster Center have announced plans for a new independent living facility that could double participation in the center's present program.

Mark Maddox, chairman of the center's board of directors, unveiled plans for the $180,000 project at the Owensboro Rotary Club's weekly luncheon Wednesday.

The new facility, to be constructed on a lot near the intersection of Eighth and Center streets, would provide living space for six patients and a full-time attendant, Maddox said. Six other patients already live on their own in three houses near the center.

The Wendell Foster Center is a private, 70-bed residential facility for victims of cerebral palsy. The center, which operates on a non-profit basis, offers 24-hour medical treatment and patient counseling among its many services.

Participants in the independent living program will pay for most of the facility's operating expenses, although financial assistance will be provided for lower-income patients, Maddox said.

He said construction of the facility will be financed largely through the center's annual fund drive, scheduled for Aug. 28 to Sept. 4. The center hopes to receive at least $80,000 in donations.

The money raised during the fund drive will be added to $50,000 already earmarked for the project, Maddox said. The center may take out a loan to finance the rest of the project, he said.

The facility may open as early as next summer, Maddox said, and applications for living there will probably be available by next January. A team of doctors and counselors at the center will determine which applicants are best suited to living on their own, he said.

The facility also may admit victims of other ailments, such as strokes, to ease their transition between hospital and home, he said.

DELIVERY OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY SERVICES IN RURAL AREAS

A major part of any child's success in school is the ability to communicate effectively. Adequate and appropriate communication skills are essential for a child's success in nearly all aspects of the school curriculum, e.g., reading, spelling, social studies, science, etc. Children and youth who have speech, language, or hearing disorders constitute the largest number of handicapped children in a school district.

In 1965 the American Speech-Language-Hearing Association established the Master's degree as the minimum level of professional education necessary to provide speech-language pathology and audiology services. Unfortunately, 20 years later only 24 states have adopted the Master's as the minimum level of preparation necessary for certification as a speech-language pathologist. Only 21 states have certification for audiologists employed in the school.

During the past 20 years there has been a considerable change in the complexity and severity of cases served by speech language pathologists and in the kinds of delivery of service models used. In the 1960's caseloads were made up primarily of children who had articulation disorders who were seen in large groups. Today, over 50% of the cases have language disorders and are multihandicapped and are served using a variety of innovative delivery models. Unfortuantely, there are still individuals who believe that all children and youth served by a speech-language pathologists have articualtion disorders and can be served by unqualified individuals twice a week for 20 minutes. Some states that have the master's degree requirement for initial certification want to reduce standards to the Bachelor's Degree on the belief that children and youth served in the schools in rural areas do not need services from a speech-language pathologist with a Master's degree. On the contrary, these professionals need to be the best qualified because the do not have the support services available to collegues working in large school districts or in clinics and hospitals. An ASHA study of bachelor's level speech-language pathologists in which they rated themselves on 38 competencies found them to rate themselves competent in only five of the 38 competencies.

This session will provide participants with the following information:

1. Skills, knowledge and practice activities of BA vs. MA speech-language pathologist.

2. Data comparing caseload size and make-up between 1961 and 1981-85.

3. A comparision of traditional versus innovative delivery of services models and program practices.

4. Suggestions for delivery of speech-language pathology and audiology services in rural areas, e.g. use of supportive personnel, consultation, regular class programs, team teaching, etc.

5. Data on current certification practices for speech-language pathologists and audiologists.

The session wil be presented in an informal style to allow participants time to ask questions as various topics are discussed. Material will be presented using visual projections.

Stan Dublinske, Director, State &
Regulatory Policy
ASHA
10801 Rockville Pike
Rockville, MD 20852

Wednesday, April 23

10:45 - 12:00 noon

Wednesday, April 23

10:45 - 12:00 noon

Presentor: Rebecca K. Edmiaston, Ph.D.
INREAL Implementation Coord.
CDSS, Campus Box 409
University of Colorado
Boulder, CO 80309

TITLE: INREAL Model for Rural Reunification of Regular and Special Educators

Although rural areas are noted for their diversity, they face similar hurdles in providing effective educational services to handicapped children. The literature suggests the following issues regarding delivery of educational services to handicapped students in rural areas:

1. Rural areas have higher poverty levels than nonrural areas.
2. Rural areas must provide greater percentages of local revenues for educational programing.
3. Rural education systems serve greater percentages of at-risk and handicapped than nonrural areas.
4. Rural educational services cost more than similar services in urban areas.
5. Rural areas have difficulty in recruiting and retaining qualified educational personnel (Helge, 1984).

Since the enactment of PL94.142, rural educators have grappled with the problems of creating the most facilitative, least restrictive educational environment for children with special needs. The effective implementation of mainstreaming continues to be a problem for rural school districts as well as urban areas (Stainback, Stainback, Courtnage & Jaben, 1985). A major reason for this failure is the lack of a unified educational service delivery system. This lack of unification can be readily seen in the following practices: 1) the dichotomy between preservice regular and special education creates the notion that handicapped and nonhandicapped learn differently and require different instructional methods; therefore, regular educators feel ill prepared to provide instruction for children with learning problems, 2) educational service delivery is fragmented between regular and special education thus, causing a lack of educational continuity for special needs children, and 3) little or no collaboration/consultation occurs between regular and special education.

With the current thrust towards excellence in education for all students, regular and special educators must begin to pool their expertise, resources and research efforts to implement a unified educational service delivery system to meet the unique needs and characteristics of all students (Martin, 1978; Weiss, 1981; Reynolds & Rirch, 1982; Edmiaston, Heublein, & Weiss, 1983). The INREAL (INter-REActive Learning) model for unification is designed to create a more meaningful alliance between special and regular educators in rural areas in order to provide effective education to handicapped and nonhandicapped children.

HISTORY OF INREAL

INREAL was originally funding in 1977 as an HCEEP demonstration intervention and prevention program for preschool and kindergarten handicapped, "at-risk" and nonhandicapped children in urban and rural areas (Weiss, 1981). The primary goal of the project was to improve the language and related learning skills of 3 to 5-year-old language handicapped and bilingual (Spanish) children by a naturalistic, nonstigmatizing method in mainstreamed classrooms. This model was funded as an innovative, demonstration program for the following reasons: 1) it was an early intervention program; 2) it was a unification project which placed the speech-langauge pathologist in the regular classroom as a resource, auxiliary teacher; 3) the project was one of the few early intervention projects that had an experimental research design; and 4) the model was a strengths-based model rather than the traditional deficits model.

Pre-test/post-test data found large and highly significant gains in communication skills in both INREAL preschool and kindergergarten groups. A three-year longitudinal study showed that children from the INREAL treatment group required significantly fewer special education services than those from control classrooms. In addition, the INREAL treatment yielded a highly significant reduction in the need for special education services even for children who were identified as at-risk at the beginning of the study. Cost-effectiveness analysis showed an average saving of $2000 per child over the three year follow-up period for at-risk children from control classrooms; thus, INREAL treatment significantly reduced the costs of special education services.

Since 1977, INREAL has been an outreach model program providing training and technical assistance at the preservice and inservice levels. The original preschool model has been adapted for use in regular elementary classrooms in rural and urban areas (see INter-REActive Learning).

INREAL MODEL FOR RURAL REUNIFICATION

The INREAL Rural Reunification model is an inservice model whose primary aim is to unify the efforts of regular and special education in rural areas and thus decrease educational fragmentation for children. The INREAL model responds to current concerns regarding: 1) the realities of shrinking education financial support; 2) limited access to qualified professional staff; 3) improved learning experiences in the mainstream environment; 4) increased referrals for special education services and 5) decreased continuity between regular and special education.

INREAL, a model developed from basic research on communication among children and between children and adults, facilitates linguistic, cognitive and social-emotional growth for at-risk, handicapped and nonhandicapped children through a naturalistic child-centered approach rather than a traditional didactic approach to instruction. The INREAL model is based on the following assumptions: 1) all learners are capable of constructing their own knowledge; 2) effecting learning requires an interactive process;

3) communication is the medium for learning and language (spoken or written) is the vehicle and 4) regular and special education systems must be unified to prevent fragmentation of student learning. Some of the model's key components include: 1) instructional methods based on the rules and principles that govern genuine communication and conversation; 2) instructional methods that account for individual needs and facilitate collaborative peer learning and 3) instructional methods with students that are a strengths-based approach, i.e., identifying the individual's strengths to facilitate meeting their needs.

In INREAL classrooms learning is an interactive process. Success in school is directly linked to success in using language. INREAL is a communication-based program which employs a natural conversational approach in teacher-student interactions. In conversation, individuals intuitively follow certian rules or principles in order to make their communication successful (Grice, 1975). INREAL educators apply these rules of conversation when interacting with their students (see Anatomy of a Conversation).

The focus of the interaction is always on the comprehension of meaning (intent) first, what is being said, and then on form, how it is said. By engaging in natural conversations and using INREAL reactive strategies with students, educators support the language learning process thus facilitating both linguistic, cognitive, and social/emotional growth of students.

The learning environment created by the INREAL trained educator is readily responsive to the developmental learning level of the individual child whatever his/her age or handicapping condition. A match is made between the child's developmental level and the requirements of the task. Learning experiences thus draw from children's strengths rather than their deficits. By feeling successful as a learner, children become more active in the learning process and more willing to risk.

In INREAL classrooms, learning becomes a collaborative enterprise. Children's interests and personal experiences are brought into the classroom. The inclusion of child choice results in personal ownership and individual responsibility for learning. The educator is in a communicative interaction with children rather than a traditional didactic "teaching" mode. The educator shares the power of the classroom with students. Recognizing and respecting the competencies of each child encourages children to deal effectively with novel and challenging situations.

In summary the INREAL model is based on a set of dynamic communicative and learning principles. The learning environment created by the INREAL educator is responsive to the individual/developmental needs of children regardless of age or handicapping condition. Thus, INREAL naturally lends itself to implementation in a mainstreamed setting.

INREAL TRAINING MODEL

The INREAL Model for Rural Reunification provides individualized inservice training to regular and special education administrative, supervisory and direct service providers. The training process accounts for and supports educator change and growth over time. The INREAL model has been involved in the re-training of regular educators with special educators over the past five years.

The INREAL Training Model provides intensive individualized training to both regular and special educators through the analysis of videotaped child-adult interactions. This interactional, rather than didactic, process utilizes the teacher's strengths to meet children's needs. The joint training process 1) increases the collaborative relationship between regular and special educators as service providers, 2) increases the accountability of regular educators to students with disabilities, 3) increases ownership of mainstreaming programs by the local school(s) and 4) increases the skills of regular educators to provide quality educational programs for at-risk and handicapped students in the regular classroom setting.

The INREAL Training Model for agency staff is somewhat unique in that INREAL/Outreach always wants to assure that someone on the agency staff is trained to the Certified Trainer level. This is critical for two reasons: 1) it is more cost-efficient for the agnecy to have training availabilty on-site and 2) the process of fully integrating the model in a service delivery program takes about two years and quality of follow-up is essential. When the agency has a local trainer, follow-up is, of course, most cost-effective and more continuous. The response of the INREAL Training Model has been remarkably positive because Trainees feel supported as they are making changes and because they find the information useful across all areas of their professional endeavors.

The INREAL Rural Reunification Model addresses the hurdles faced by rural school systems in providing effective educational services to at-risk and handicapped students in mainstreamed environments. The INREAL model has been used successfully by school systems to provide effective mainstreaming. The INREAL model has the training capability to support rural school systems in creating more effective mainstreaming environments.

REFERENCES

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Stainback, W., Stainback, S., Courtnage, L. & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. *Exceptional Children*, 52, 144-152.

Weiss, R.S. (1981). Intervention for language handicapped and bilingual children. *Journal of the Division for Early Childhood*, 4, 40-51.

INter-REActive Learning (INREAL)

INREAL is an HCEEP model demonstration intervention and prevention program for handicapped children. Experimental research has shown that INREAL significantly benefits children and significantly reduces costs of special education. Since 1977, INREAL has been an outreach model program providing training and technical assistance at the preservice and inservice levels. The original preschool model has been adapted for use in regular school classrooms, resource and pre-academic classrooms, and institutional settings for the severely multiply-handicapped.

The INter-REActive Learning method is a nonstigmatizing, naturalistic child-centered approach. The "INter" is concerned with the relationships among all of the child's developmental areas, cognitive, communicative, social and motor. "INter" is also concerned with the relationship of the child with the environment, i.e., adults, peers and the physical surroundings.

The REActive part of INREAL describes an empathic, child-centered, and naturally conversational milieu. The use of nonverbal and verbal strategies enables the teacher or specialist to join the child at the child's level through genuine communication. By joining the child, the adult earns the right to become the child's developmental model and educator.

The Learning component of the model is the result of a successful INter-REActive relationship between the child, the adult and the environment. The educator is in a communicative interaction rather than a didactic "teaching" mode; the child and the adult are partners in facilitating growth. As the adult learns about the child, the child learns.

The objective in using the INREAL model is to help the child communicate better. The premise of the INREAL model is that communication, and not correction, facilitates language, cognitive and social growth.

WHAT IS INREAL?

INREAL (INter REActive Learning is a communication-based method of learning. It is a way to facilitate learning and language growth (oral and written) with handicapped people or nonhandicapped populations. The INREAL method can also be used in the learning of a second language.

The INREAL philosophy of communication is based on the following premises:

- Communication and language are learned because an individual has a need to express something or has an interest in what is going on.
- Communication and language are learned by interacting.
- Communication growth and learning occur best when feedback is non-punitive and non-judgmental.
- Communication and learning are life-long processes.

INREAL has identified seven strategies to use in natural conversations to facilitate learning and communication:

S.O.U.L. (Silence, Observation, Understanding, Listening), mirroring, self-talk, parallel talk, vocal/manual monitoring and reflecting, expansion, and modeling.

Several types of programs have adopted all or part of the INREAL model:

- Preschool Programs (for handicapped hearing-impaired and nonhandicapped preschoolers) to facilitate language, cognitive and social growth and development.
- Special Education Programs to facilitate handicapped students (mild to profound) growth and development of language, communication, cognitive and social skills.
- Regular Education Programs to prevent language and learning problem with educationally-at-risk children.
- English as a Second Language Programs to facilitate the oral and written use of English by those just learning the language.
- Parent Programs for parents who want to support their own normal or handicapped child with language and communication in the parenting process.

(over)

- Residential Geriatric Programs to improve the quality of interactions between staff and residents.

INREAL trainers can provide these services:

1. Information about the communication process.
2. Information about the INREAL approach to communication and how it may fit into existing programs.
3. Training of educators, parents and staff in the INREAL process.
4. Evaluation of training effectiveness.

INREAL STAFF 7/85

The Anatomy of a Conversation

Successful conversations are necessary for implementing communication based education. Most people participate regularly in conversations without realizing that there are rules and structure which underlie this common human behavior. Grice (1975) has described these conversational rules as "the cooperative principle" since as speakers and listeners we expect each other to observe them. Because conversational partners expect the rules to be observed, it is only when rules are violated that they become apparent. Using conversation as the medium for learning necessitates becoming aware of the rules and structure of conversation. Some rules and expectations we have of each other as conversational partners are described below.

1. You sincerely intend to communicate.
2. You express behavior (verbal and/or nonverbal) that is meaningful to your partner.
3. You or your partner introduces a topic to talk about.
4. You listen and talk, taking turns.
5. You comment on what the other person has said; the other person acknowledges or comments on what you have said.
6. You don't change the topic of the conversation until you think the other person has finished or you ask permission to change the topic.
7. You say what you think to be true.
8. You don't say more than you need to say to have your listener understand.
9. You attempt to make your meaning understood.
10. You request information if you don't understand your partner's meaning.
11. You acknowledge and respond to nonverbal as well as verbal information.
12. You allow your partner time to respond and you wait until your partner has finished his turn.
13. You always learn something you didn't know before.

(over)

The essence of these principles is:

-mutual respect |
-mutual sharing | = Communication
-mutual understanding |

Elizabeth Heublein, INREAL Program Coordinator, July, 1985.

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Grand Junction Regular Education-INREAL Project (GRIP)
1984 - 1987

The purpose of the Grand Junction Regular Education-INREAL Project (GRIP) is to develop and evaluate a process model for unification of regular and special education in order to serve mainstreamed handicapped children more effectively and efficiently. The three year project will: 1) develop a unification plan for institutionalizing change in the kind of education services that are delivered to mainstreamed handicapped children and 2) develop a district training model for uniting special and regular education resources.

Regular and special education administrative, supervisory and direct service personnel will be trained in the use of the INter-REActive Learning Model (INREAL). INREAL, a communication-based process approach to facilitate learning with all students, is based on dynamic communicative and learning principles rather than on a traditional didactic academic curriculum. INREAL, originally an HCEEP model demonstration intervention and prevention program for handicapped children, has been adapted for use in regular elementary classrooms. Experimental research has shown that INREAL significantly benefits handicapped and nonhandicapped children and significantly reduces costs of special education.

The INREAL model is based on the following assumptions: 1) all learners are capable of constructing their own knowledge, 2) effecting learning requires an interactive process 3) language is the primary medium of the educational experience and 4) regular and special education systems must be unified to prevent fragmentation of student learning. The INREAL model prepares educators to address not only "what to present" to handicapped and nonhandicapped learners but also "how to present it."

GRIP will collaboratively organize the regular and special education unification process and evaluate its effectiveness by assessing the impact of the model on Mesa County Valley School District #51, Grand Junction, Colorado. Implications for preservice regular and special education will be derived from evaluation of the GRIP project.

Wednesday, April 23

10:45 - 12:00 noon

Presentors: Glenn l. Latham
Director, CEPH
DCHP, UMC 68
Utah State University
Logan, Utah 84322

Julia M. Burnham
Coordinator, CEPH
DCHP, UMC 68
Utah State University
Logan, Utah 84322

Title: THE COOPERATIVE EXTENSION PROJECT FOR THE HANDICAPPED

Since 1977, Utah State University, through a project sponsored by the Developmental Center for Handicapped Persons (formerly the Exceptional Child Center), and in cooperation with University Extension Service, has been developing a model by which the needs of handicapped individuals residing in rural areas can be served through the network of state and county Extension offices throughout the United States. In this presentation, service provider strategies, lessons that have been learned, successes and failures that have been realized, and suggested replication strategies will be discussed.

Though the services of the Cooperative Extension Project for the Handicapped are somewhat different now than they were at the outset, the model has proven to be an effective approach to serving the handicapped, and is presently linked with several other extension based programs throughout the United States, coast-to-coast and border-to-border.

The presentation is supported by a variety of materials, including printed handout materials, directories, overhead transparencies, and thirty-five millimeter slides.

Wednesday, April 23

10:45 - 12:00 noon

Presenter: Sara Holzman
Portage Project
CESA #5
626 E. Slifer Street
Portage, WI 53901

Title:
PARENTS AS PARTNERS: USING THE PORTAGE MODEL OF EARLY INTERVENTION

The Portage Model is an early intervention program for preschool children and their families. The model was conceived and designed in a rural area to serve children ages birth to 6 years with developmental delays. The model's original purpose was to provide quality services in areas where scarcity of resources and distance pose obstacles. Since that time, the Portage Model of Early Intervention has been implemented with handicapped and non-handicapped preschoolers in both rural and urban settings across the U.S. and abroad.

The Portage Project Model is a structured, data-based, individualized developmental program which utilizes parents to mediate an instructional program that meets the developmental and educational needs of their handicapped or economically disadvantaged preschool children. To implement the Portage Model, a home teacher conducts an instructional visit to the home one day per week for one and one-half hours. The purpose of the weekly home visit is to work with the parents on what to teach, how to reinforce, and how to observe and record behavior. The Project uses a modified precision teaching model relying upon modeling, reinforcing, corrective feedback, and written activity charts to provide parents with the necessary skills to effectively teach their own child.

The staff has devised a curriculum guide, the Portage Guide to Early Education, and a guide for the parents, the Portage Parent Program, to be used as aids for instructional planning and implementation. Three to four behaviorally stated activity charts are written for each child each week. These charts are then used in the Portage home teaching process, which begins with obtaining post-baseline data on the previous week's activities and baseline data on new activities. The home teacher next demonstrates the techniques for teaching the new activities, and the parent practices the activity with the child while the home teacher observes and provides encouragement. The parent and teacher then review activities and discuss new curriculum goals. The parent(s) and other family members carry out the activities throughout the week and are involved with planning the child's program. Evaluation is an on-going process with data recorded daily by the parents and weekly by the home teacher. An evaluation log is maintained on each child for data-based curriculum decisions and collection of long-term data.

During the home visit the home teacher includes informal activities and parent education activities. The purpose of the informal activities is to promote the generalization, maintenance and expansion of skills that both the parent and child have recently acquired. Activities are planned to resemble routine interactions between parent and child in order to promote generalization of parental and child skills learned during the Portage home teaching process. Informal activities are also used to assess the child's readiness for skills to be taught in future home visits. Siblings present during the home visit are invited to participate in these activities.

The final part of a home visit is composed of parent education activities designed to permit the parent and teacher to plan curriculum activities, discuss information related to parenting, and share early intervention program information. In addition, during the parent education activities, the home teacher uses the Portage Project Family Action Plan to help the parent address their expressed needs using existing family and community resources.

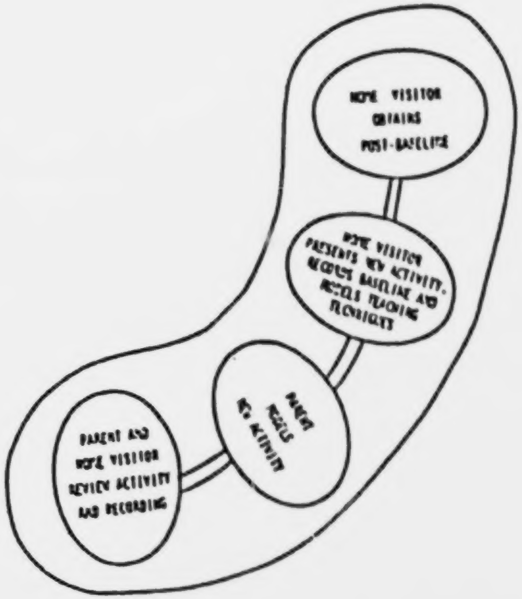
THREE PARTS OF A HOME VISIT

STRUCTURED ACTIVITIES
25-35 MINUTES

WHO: PARENT, HOME VISITOR, CHILD

WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS.

HOW: THE HOME TEACHING PROCESS


HOME VISITOR OBTAINS POST-BASELINE
HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES
PARENT MODELS NEW ACTIVITY
PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

INFORMAL ACTIVITIES
30-35 MINUTES

WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR

WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH -

- MAINTENANCE
- GENERALIZATION
- READINESS
- EXPOSURE

HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.

PARENT & FAMILY ACTIVITIES
20-30 MINUTES

WHO: PARENT, HOME VISITOR

WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES

HOW: THIS IS ACCOMPLISHED BY:

1. PLANNING WEEKLY CURRICULUM ACTIVITIES
2. SHARING COMPONENT INFORMATION
3. SHARING PROGRAM INFORMATION
4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

EMPHASIS IS PLACED ON THE HOME AS A TEACHING ENVIRONMENT BY:

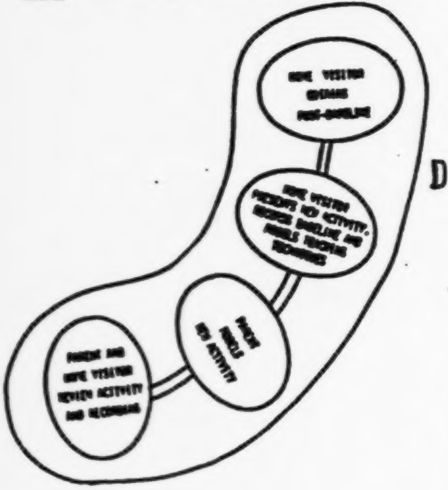
USE OF HOUSEHOLD OBJECTS AS EDUCATIONAL MATERIALS
DAILY ACTIVITIES AS TEACHING EXPERIENCES

STRUCTURED ACTIVITIES
25-35 MINUTES

WHO: PARENT, HOME VISITOR, CHILD

WHAT: ACTIVITIES DIRECTED AT SPECIFIC SKILL ACQUISITION IN ALL COMPONENT AREAS.

HOW: THE HOME TEACHING PROCESS


HOME VISITOR GATHERS POST-BASELINE
HOME VISITOR PRESENTS NEW ACTIVITY, RECORDS BASELINE AND MODELS TEACHING TECHNIQUES
PARENT MODELS NEW ACTIVITY
PARENT AND HOME VISITOR REVIEW ACTIVITY AND RECORDING

STRUCTURED ACTIVITIES

DIRECT SKILL ACQUISITION FOR CHILDREN AND PARENTS

The structured activities presented during the first part of the home visit provide learning opportunities for both the child and his parent.

CHILD

*Structured activities help the child acquire new developmental skills in all areas of development, in a structured and systematic way.

*Structured activities are individualized to the needs of the child.

*The presentation and techniques used with each structured activity are selected with the individual child in mind.

PARENT

*Structured activities help parents acquire new teaching and parenting skills in a structured and systematic way.

*Parents learn about:

- -presenting materials and getting the child to respond
- -reinforcement
- -correction procedures
- -observing behavior

*Parents are assisted in the use of the techniques through demonstrations by the home visitor.

The Portage Project

INFORMAL ACTIVITIES
30-35 MINUTES

WHO: PARENT, CHILD, SIBLINGS, HOME VISITOR

WHAT: ACTIVITIES TO FACILITATE CREATIVE EXPRESSION IN THE CHILD, OPPORTUNITY FOR SPONTANEOUS TEACHING AND EXPANSION OF SKILL ACQUISITION THROUGH -

- MAINTENANCE
- GENERALIZATION
- READINESS
- EXPOSURE

HOW: THROUGH ACTIVITIES SUCH AS ART, MUSIC, CREATIVE MOVEMENTS, NATURE WALKS, SNACKS, ETC.

INFORMAL ACTIVITIES

A TRANSFER OF SKILLS

The activities presented during the second part of the home visit are informal activities. These activities help the child and parent transfer skills acquired through the prescribed activities to the regular daily routine.

CHILD

*Informal activities help the child utilize developmental skills through:
  -maintenance
  -generalization

*Informal activities provide the child with opportunities to use skills in novel situations and with a variety of materials.

*Informal activities encourage the child to initiate and direct activities.

PARENT

*Informal activites aid the parent in generalizing acquired skills to informal settings.

*Informal activities facilitate the parent's use of household objects as educational materials.

*Parents are assisted in the transfer of skills by observing the home visitor use the skills.

PARENT & FAMILY ACTIVITIES
20-30 MINUTES

WHO: PARENT, HOME VISITOR

WHAT: PARENTS AND HOME VISITOR WORK TOGETHER IN EXPANDING PARENT'S KNOWLEDGE BASE AND PROBLEM SOLVING ABILITIES

HOW: THIS IS ACCOMPLISHED BY:

1. PLANNING WEEKLY CURRICULUM ACTIVITIES
2. SHARING COMPONENT INFORMATION
3. SHARING PROGRAM INFORMATION
4. DEVELOPING STRATEGIES FOR DEALING WITH FAMILY CONCERNS

PARENT & FAMILY ACTIVITIES

EXPANDING THE PARENT'S KNOWLEDGE

The parent and family activities offer the Home Vistor an opportunity to expand the parent's knowledge base in many areas. These areas include curriculum planning, child development, and child management. While these activities do not have a direct and immediate impact on the child, hopefully, the information the parent acquires will reach the child through changes the parent makes in relating to him.

PARENT

*The parent and family activities help the parent understand their child better by learning what their child is ready to learn and targeting these skills. The parent also learns how to prepare meaningful activities to do with the child.

*The parent and family activities also help the parent understand the child's problem behavior and shows them effective means to deal with the behavior.

*Parent and family activities also help parents realize the importance of regular health care including:
- immunization
- medical well-child checkups
- dental checkups
- providing well balanced nutritious meals

*Parent and family activities also help the parent address the needs/concerns that confront the family. This is accomplished by helping the parent:
- identify specific needs or difficulties
- develop strategies for systematically confronting the problem
- locate and utilize appropriate community resources to address the concern

The PortageProject

Wednesday, April 23

10:45 - 12:00 noon

agua caliente school
11420 E. Limberlost • Tucson, AZ 85749 • 749-2235

YEARBOOK: A RESOURCE ROOM IMAGE BUILDER

This presentation will outline the building of a K-6th grade school yearbook in a school with an enrollment of slightly over 300. The school is located in a small Arizona community. A hierarchy of skills will be laid out which can involve all Resource students to varying degrees. Step by step plans will be given to show how easily this can be accomplished. Visuals will show the aids provided by publishers to help the teacher implement the program. Student self-image is a most important benefit of this endeavor because the entire student body identifies with the book and respects the students involved in making it a reality. The Resource Room students enjoy this attitude of respect and importance from the onset of the year when subscription sales begin to the end of the school year when the books arrive and they deliver them. The children are involved in activities such as sales, limited photography, layout, writing, cover and design selection to itemize just a few.

A yearbook project in a small school district can be an exciting builder of school spirit which is kept alive all year long. The benefits of the program are numerous. One aspect is that the special education teacher is forced into the mainstream with a very high profile in terms of interacting with the total school population and becomes identified with a very important total school project. All too often the special education specialists operate in separate little domains and never become a part of the mainstream activities of the school.

This workshop is particulary appropriate for administrators, teachers, and parents who are interested in adding excitement to their schools and most importantly to their special education programs.

Submitted by: Shari Stewart
Tanque Verde Unified School District
Agua Caliente School
11420 E. Limberlost
Tucson, Arizona 85749

Title: Research partnerships with Native Americans. . .Will the sneakers ever go away?

Presentors: Lyle Frank, B.S.
Bill Martin, Ed.D.
Sam Minkler, M.Ed.
Joanne C. O'Connell, Ph.D.
Marilyn Johnson, Ph.D. (Facilitator)

Address: Native American Research and Training Center
Box 5630
Northern Arizona University
Flagstaff, AZ 86011
(602) 523-4791

ABSTRACT

For decades, Native American people have been "researched", probed and invaded by typically Anglo researchers interested in documenting the mysteries of Native American culture. Popular lore reports that Native Americans are "tired of the anthropologists in sneakers who invade the reservations during the summer and return to the sanctity of academia during the winter to write about the Indians". Native American people, however, are faced with tribal governments in transition. Federal policies of self-determinism have resulted in increased efforts on the part of Indian people to become self-sufficient through tribally-based human service programs. Many tribes are now contracting education and health services from the Bureau of Indian Affairs and Indian Health Services with the intent of self-government and improved service delivery. Tribes have only recently begun to actively address the needs of their handicapped population. Tribal governments are seeking assistance in defining the problems and identifying systematic solutions. As with any marriage between research and service activities, discomfort pursues. Research with Native American people, however, is particularly delicate because of a long history of distrust and the invasion of privacy by the dominant society. The Northern Arizona University Native American Research and Training Center is mandated to conduct research on the needs of disabled Native Americans. In the process of implementing this mandate, liaisons have been created with Tribal governments and Indian people to cooperatively address the needs. Issues that will be discussed include: Native Americans as a part of the research team; tribal government structures and the approval process; securing local support for research projects; designing research projects and budgets for reservation settings; and discussion of three different tribal governments as they interface with research projects.

Wednesday, April 23

10:45 - 12:00 noon

Wednesday, April 23

10:45 - 12:00 noon

Jerrie Ueberle, Sue Potts,
Margaret Gardner, Ellen
Gieszl, Betty Easley-
Overbeck, Jeanne Clark
Global Interactions, Inc.
PO Box 23244
Phoenix, Arizona 85063

GLOBAL INTERACTIONS, INC.
ORGANIZATION STRUCTURE

GLOBAL INTERACTIONS, INC., is a non-profit Foundation. A three member Board of Directors represent the governing and management board. They are responsible for the planning and for directing the day to day operations of the Foundation.

THE BOARD OF DIRECTORS:

Provides leadership and vision to the staff and constituents
Ensures the financial viability of the Foundation through effective management,
Ensures that Global Interactions, Inc. operates with integrity and effectiveness,
Establishes and maintains domestic and international contacts with professionals, professional groups and other agencies that will open opportunities for world-wide communication and understanding.

FOUR STAFF MEMBERS assist in carrying out the day to day operations of the Foundation. They are responsible for:

1) developing and maintaining a data base of professionals, nationally and internationally

2) managing of the exchanges, including invitations, correspondence, communications, receipt of deposits, billing and travel arrangements

3) researching geographic and topical areas for delegations that will further understanding and increase participation when abroad

4) maintaining contacts with other organizations involved in domestic and international exchanges to promote the contacts and share resources

5) handling the routine procedures of the office

6) maintaining current information on the International Bulletin Board

THE ADVISORY BOARD, represents a broad cross section of professions and businesses to include education, medicine, law, health, communications, media and broadcasting, science, technology, resource development, computer technology, and management.

The Advisory Board provides balance to the Board of Directors by assisting with decisions that keep Global Interactions, Inc.'s activities on the leading edge of what is occurring in the professions and in exploring the opportunities for people to share the most current and promising aspects of their work.

THE DELEGATION LEADERS are professionals who have made an outstanding contribution in their professional area. They are invited to lead a delegation of their colleagues based on their commitment to the purpose of the exchange, choice of presentation topic, and their personal and professional experiences. Their agreement to lead a delegation is a commitment to further the work of the Foundation by selecting colleagues who will pursue long-term relationships and mutual benefits between colleagues and counterparts.

The delegate leader is responsible for the Exchange being successful and for promoting continuity from past to present and from present to future exchanges.

THE DELEGATES AND THEIR COUNTERPARTS are, ultimately, the ones who will make the most difference in achieving the purpose of the organization. The delegates pay for the privilege of participating in the Exchanges. They bring to the Exchanges the best they have to offer, the promise of more opportunites to follow and the experience of understanding among their colleagues and counterparts. The delegates are the vital part of the organization because they will return to their jobs and be examples to their fellow employees. They will represent what is possible through scientific, technical and educational exchanges for furthering worldwide communication and understanding.

SPONSORS AND CONTRIBUTORS are individuals, organizations and companies who believe in the vision and concept Global Interactions, Inc., is committed to bring forth. Through financial contributions, volunteered time and promoting the Foundation their support enables the work to continue.

CONCURRENT SESSIONS

WEDNESDAY, APRIL 23

1:30 - 2:30 PM

"Technology-based Solutions to Problems Faced by Rural Special Educators"

Barbara L. Bowen, Ph.D.
Program Director
Education Affairs

Microcomputer technology--together with the capabilities offered by telecomuunications and a wide variety of peripheral devices can be used by rural special educators to make teaching and learning more effective. This presentation will:

Since 1983, The Apple Education Foundation/Education Affairs grant program has supported educators across the country to weave microcomputers into the fabric of learning and teaching in classroom settings. Fifty projects which have been supported nationwide. Of these, nine are projects in rural areas and six others address the students with special needs.

- Describe several projects in rural schools which use microcomputers effectively to improve education in a variety of curriculum areas;

  "English Fluency via Computers" Yakima Tribal School, Zillah High School and Heritage College

  "A Computer Network for Gifted Science Students and Teaching Improvement in Rural Appalachia"
  Western Carolina University and 14 Rural North Carolina Schools

  "Speaking Graphically in Indian Languages"
  Humboldt State University and Four Rural School in Northwest California

  "Network-Assisted Instruction for Rural Districts"
  Chemeketa Community College and Four Rural Oregon High Schools

- Describe several projects with special needs students that use microcomputers well to empower the learning and functioning of these students;

  "Developing Writing and Word-Processing Skills Through Microcomputers and Access Technology: Tennessee School for the Blind and Vanderbilt University

  "Improving Language Competence in Deaf Students"
  Clarke School for the Deaf and Smith College

  "CAI for Deaf, Multiple-Handicapped Youth in Rural Kentucky"
  Eastern Kentucky University and Madison County Schools

A listing of a database search of foundations which have supported educational technology projects will be made available to attendees.

Wednesday , April 23
1:30 - 2:30 pm

Barbara Bown, Program Director,
Education Affairs
Apple Computers
20565 Alves Drive
Cupertino, CA 95014

Wednesday, April 23

1:30 - 2:30 pm

Presenters:

Janice Schnorr, Ph.D.
Center for Excellence in Education
Northern Arizona University
C.U. Box 5774
Flagstaff, Arizona 86011

Marjorie Montague, Ph.D.
Center for Excellence in Education
Northern Arizona University
C.U. Box 5774
Flagstaff, Arizona 86011

Marilyn Johnson, Ph.D.
Institute for Human Development
Northern Arizona University
C.U. Box 5774
Flagstaff, Arizona 86011

Title: Native American Training Programs in Arizona

Bilingual/Multicultural Education (BME) represents a philosophy that schools should be oriented toward the cultural environment of all children and youth through programs designed to preserve and extend various languages and cultural alternatives. The newest educational term endorsed by the American Association for Colleges of Teacher Education (AACTE) and the National Council for the Accreditation of Teacher Education (NCATE) is multicultural education.

Special education training programs across the United States have developed specialized workshops, courses and entire programs to meet the needs of bilingual students. Most of these programs focus on Hispanic (Spanish/English) populations because they are the most prevalent. Numerous studies have been conducted with these populations and much has been written regarding pertinent social and educational issues. Unfortunately, this data bank of information does not exist for less populous ethnic groups including Native Americans.

Bilingual/multicultural special education for Native Americans represents a unique ecological system that is not the same as bilingual/multicultural special education for Mexican Americans, Southeast Asians, and other populations of recent immigrants. The primary characteristics that distinguish Native Americans from other ethnic groups include the following:

1. Native Americans are indigenous and many have strong attachments to their historical roots.

2. Many Native Americans speak a Non-English language that has no orthographic component.

3. Relatively few Native Americans have oral and written language skills in both their native language and English.

These characteristics require a unique approach to the training of special education teachers. A standard curriculum in bilingual/multicultural education would be insufficient. The Native American training programs at Northern Arizona University (NAU) reflect this philosophy. The programs include the Navajo Special Education Teacher Development Program (Navajo Special Education Program) and Pursuing Education And Knowledge for Service (Project PEAKS). This presentation will focus on: a) the Navajo Special Education Teacher Development Program at Northern Arizona University, b) a description of the Bilingual/Multicultural special education course developed for the Navajo Special Education Teacher Development Program , and c) Project PEAKS, another Native American Training Program at Northern Arizona University.

Navajo Special Education Teacher Development Program

The Navajo Special Education Program, initiated at Northern Arizona University in 1980, is a continuation of the Navajo Tribe's effort to train a selected number of Navajo teachers in special education. Since 1979, the Navajo Tribal Government, in cooperation with Northern Arizona University, has been developing and utilizing a model to successfully meet the needs of handicapped children and youth on the Navajo Reservation. The Navajo Tribe has received funding from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, for this graduate level teacher training program.

Over the past decade, a strong and positive relationship has developed between the Navajo Tribe and Northern Arizona University, first in the area of training Navajo and non-Navajo individuals for elementary or secondary teaching certificates, and more recently, in providing specialized training in special education. Northern Arizona University provides a field-based onsite program in various locations on the reservation during the academic year and classes on its main campus in Flagstaff during the summer. The project provides tuition payments for participants during the academic year, and the Navajo Tribe provides scholarships during the summer sessions for program participants.

Needs Addressed by the Project

The fundamental needs for the NSETDP are:

1) the large percentage of Navajo students placed in special education programs

2) the critical shortage of qualified Navajo special educators

There are over 61,000 Navajo students enrolled in four educational systems (Public, Bureau of Indian Affairs, Mission and Contract, and Headstart Preschool) on the Navajo Indian Reservation. Through surveys (written questionnaires and telephone communications), monitoring site visits, State Department of Education publications (Arizona, New Mexico, and Utah), and studies performed by the Navajo Division of Education, Navajo Community College, and individual school districts, the number of Navajo students identified as receiving special education services is 4,500, representing 7 percent of the total Navajo student population. Projection of the unserved population however, might double this figure.

Among the identified and potential Navajo special education students, learning disabilities was the major handicapping condition. The Navajo Tribe firmly believes that linguistic and cultural differences contribute to Navajo students being labeled learning disabled. Next in prevalence to the learning disabilities category are speech impairment and mental retardation. Data from the survey of the special education population (NDOE/NCC-DCHD 1983) revealed that of all handicapped Navajo youngsters, 49% are identified as Learning Disabled, 16% as Mentally Retarded, 15% as Speech Impaired, 10% as Visually Impaired, and10% as Emotionally Handicapped, Hearing Impaired, Orthopedically Handicapped, or other Health Impaired.

The survey was a joint effort of special education assessment by the Navajo Tribe's Division of Education (NDOE) and the Navajo Community College's Dine Center for Human Development (NCC-DCHD). The survey substantiated that recruitment of Navajo/Native American special education teachers and ancillary personnel is a "moderate" to "severe" problem. Therefore, based on the NDOE and NCC-DCHD survey results of Navajo special education students and personnel (1983), the NSETDP established the following goals:

1) Meet the unique needs of isolated, rural, bilingual/bicultural populations.

2) Meet the underrepresentation of Navajo/Native Americans in the teacher and administrator special education positions.

3) Meet the large numbers of unserved children.

4) Meet the confusion between learning disabilities and linguistic and culturally different learning styles.

The benefits to be gained by the NSETDP are:

1) Over each three year period, 18-24 teachers would be certified in special education, thus reducing the special education personnel needs by 20 to 25 percent.

2) Navajo professionals would be in a better position to avoid misdiagnosing and misplacing Navajo children in disability categories because of language and cultural differences. This is very important as Navajo language and culture are educational objectives of the Navajo Nation, especially since most Navajo handicapped students are bilingual and many start their education exclusively as Navajo speakers. Logic, rather than statistics alone, tells us that these children benefit more from instruction from teachers who understand the language and culture.

3) The successful multicultural features of the program would serve as a model for other education agencies, particularly those concerned with Indian Education.

The Navajo Tribe subcontracts with Northern Arizona University's Center for Excellence in Education for educational services, which include courses, instructors, and academic counseling. Personnel from the Center for Excellence in Education work closely with the Arizona State Department of Education and public school districts.

The NSETDP begins with the view that Navajo/Native American degree holders already employed in education and/or related fields are excellent candidates for a Master's degree program leading to certification in essential specialities within the field of special education. This philosophy is further reinforced by the following observations (from previous successful teacher training programs):

1) Mature Navajo/Native American degree holders have already demonstrated both their academic ability and their employability and they are also more likely than non-Navajos to remain in employment on the reservation due to their natural integration with the social and cultural environment.

2) Navajo professionals have the added advantages of not having to deal with the linguistic and cultural complications in both diagnostic and teaching areas.

3) Navajo/Native American professionals can communicate more effectively with Navajo parents on the critical issues of educational planning, parental involvement, and community support for programs.

The Navajo Tribe has utilized the services of the BUENO Center for Multicultural Education, University of Colorado at Boulder, for evaluative and multicultural curriculum development purposes. The BUENO Center has provided external evaluation of the NSETDP.

The objectives of the NSETDP external evaluation are:

1) To annually evaluate the degree of accomplishments of the project objectives.

2) To evaluate progress in meeting the purpose of the project on an annual basis.

3) To evaluate the impact of the project on the participants.

4) To evaluate the effective use of the project's resources in attaining objectives.

5) To evaluate impact of the project on relative programs serving handicapped Navajo children.

6) To summarize and analyze all evaluation activities.

The evaluation approach is one of formative-summative evaluation design, that is, the use of evaluation information for the improvement of operations and activities (formative evaluation), and the use of evaluation information that provides descriptive and quantitative data on the effectiveness and impact of project activities (summative evaluation).

The courses that students complete for this program are similar to other special education courses offered; however, the content is modified to reflect the unique characteristics mentioned previously. A special course in bilingual/multicultural aspects of special education for Native Americans is offered as a part of the program. The rationale for course content is described in the following section of this presentation along with some examples of Native American comments regarding special education within some tribes.

BME Course for Native Americans

During the developmental phase of this course, pertinent issues related to meeting the needs of Navajo special education students were identified. Some of the issues included:

1. Terminology
2. Limited English Proficiency
3. Legislation
4. Cultural values
5. Family
6. Learning styles
7. Professional resources

Based on these issues, a course was developed by Janice Schnorr. The competencies of the course are listed below:

1. Demonstrates knowledge and understanding of the history and philosophy of special education and bilingual education.

2. Identifies major issues in the U.S. Education/Special Education and Bilingual Education Interface.

3. Demonstrates knowledge of P.L. 94-142 and Senate Bill 1160 and awareness of related legislation judicial decisions.

4. Demonstrates knowledge of the cultural factors related to learning.

5. Demonstrates knowledge of a variety of formal and informal assessment instruments for special education and bilingual evaluations.

6. Demonstrates knowledge of selecting appropriate instructional strategies for remediation of bilingual special education students.

7. Demonstrates awareness of community and agency resources.

8. Seeks and shares professional materials and ideas.

9. Demonstrates understanding of expectations and values held by peers, fellow students, paraprofessionals, parents, etc. regarding special education for handicapped individuals and specifically bilingual handicapped individuals.

Since this course was specifically designed to meet the needs of special education teachers on the Reservation, the content focused on Navajo (1) attitudes toward the handicapped, (2) language used to explain handicapping problems, (3) assessment procedures for identifying handicapping conditions and (4) learning style preferences. This presentation will focus on the first two areas, Navajo attitudes toward the handicapped and the language used by Navajos to explain handicapping conditions.

Navajo Attitudes Toward the Handicapped. Little information exists in the literature regarding Navajo attitudes toward the handicapped. A few individuals have explored Navajo beliefs regarding the causes of handicapping conditions. The noted causes typically relate to (1) a parent breaking a cultural ritual or code or (2) a curse cast through witchcraft. Since insufficient written information was available for class discussion, a different tact was selected. Students were required to explore parental attitudes and values in their respective communities. Each class member interviewed two Native American parents. One parent had a handicapped student in the immediate family; the other parent did not. Interviews were conducted in the language which the parent preferred; some were conducted in English, some in Navajo and some in both.

The interviews sampled a variety of information including (1) tribal affiliation, (2) age, (3) places of previous residences, (4) years of education, (5) commitment to traditional values, (6) knowledge of disabilities, (7) school responsibilities in relation to students who have disabilities, (8) perceptions of disability causality, (9) reactions to disabilities within families and (10) cultural or real stories concerning the treatment of individuals who have disabilities. The interview information was discussed in class. The purpose of the activity was to reject any one stereotype; instead, a model was developed that focused on a continuum of reactions that ranged from typical Anglo type reactions to traditional Navajo reactions.

Anglo Type Reactions. Anglo type reactions were typically displayed by parents who had college degrees. Most of them were teachers or professionals employed by the Tribal government. Government employees tended to move more frequently and to live in towns or villages where a variety of specialized services were available. These individuals recognized handicapped people; they had some insights into the medical causes of handicaps and they supported appropriate intervention models (as advocated by PL 94-142). The most frequently mentioned causes of handicaps included drug abuse (marijuana and peyote) and alcohol abuse. During the past five years special programs have been established for children who have been diagnosed as fetal alcohol syndrome.

Culture Switching Navajo Reactions. This group included teachers, government employees and others who typically had at least a high school education. Again, these individuals easily recognized handicapped people; they had some insights into the medical causes of handicaps and they supported appropriate intervention models. In addition, these individuals periodically relied on cultural beliefs. Many individuals feel that modern medicine is limited and that traditional ceremonies have powerful effects. Several samples appear below.

Mary had completed her undergraduate degree in special education and was enrolled as a full-time student in a graduate special education program. She was pregnant but confident that she could manage her studies and the baby. She returned to the Reservation to have her baby. Shortly, after the birth, the doctors indicated that the baby had some medical problems including a defective heart valve which required surgery. The surgery was successful but the baby still displayed other abnormal developmental signs. After approximately six months, Mary gave up on the medical doctors and took her baby to a medicine man. After several ceremonies, the baby improved and Mary was satisfied that the baby would be normal.

Ella and Jim were driving to town when they happened across an accident. They went to the aid of the victims. When Ella approached one victim, she discovered that he was dead. Both Ella and Jim were upset at this discovery. According to Navajo culture, pregnant women should not view dead animals. Failure to follow this code results in serious illness or death. The baby was normal at birth, but shortly after he became paralyzed. They sought medical assistance but no improvement occurred, so they took the baby to a medicine man. After three ceremonies, the child improved vastly. Today, this person is an adult and no symptoms of his paralysis are evident.

Traditional Navajo Reactions. This group included primarily Navajos who spoke Navajo and very little or no English. In addition, they tended to be older, had less formal education and lived in isolated areas of the Reservation. These individuals do not always understand what is meant by handicapped because the Navajo language does not contain an equivalent term. Many recognize that some problems or handicaps are caused by alcoholism and intermarriage but they ascribe primary causes to breaking Navajo codes or rules. Some causes are listed below.

If a mother puts one bag inside of another bag, she will have twins.

If a mother views an eclipse of the moon or sun, her child will be deformed.

If a mother eats shrimp, her child will be born lame.

If a mother eats seafood(considered to be unclean), the baby will be born without one of his limbs or with underdeveloped limbs.

If a mother eats frog legs, her child will have a problem with his legs.

If a mother attends a five or nine day sing, the child will have problems.

If a mother looks at certain religious sand paintings, the baby will be mentally and/or physically handicapped.

If a mother attends a Yei-bi-chei ceremony, the child will have problems.

If a mother sees dead animals, the child will have serious problems and may die.

If a mother sees a dancer fall during a ceremony, her child will have epileptic seizures.

If a mother kills any animal or insect, her child will have problems.

If a mother thinks harmful thoughts about anyone, her child will have problems.

If a mother uses a weaving comb with more than five points, the baby will have extra fingers.

If a parent becomes inappropriately involved with a white person, the baby will be an albino.

If the father yanks a fish hook out of a fish, the baby will have a cleft palate.

If the father ropes cattle or horses, the umbilical cord will be wrapped around the baby's neck.

If the father kills a snake, the baby will have a severe rash.

If the father is careless about religious ceremonies, the baby will not be healthy and normal.

The attitudes of various individuals were discussed. Group members agreed that as they work with parents in the future, it would not be appropriate to force Anglo values and beliefs, which in essence permeate PL 94-142, upon Navajos who are traditional. Instead, the group proposed to query parents during the Individual Education Process (IEP) regarding their attitudes and beliefs about their child. If the parents indicate traditional beliefs, the teachers will ask the parents if they know of any religious cure for the problem; if so, the teachers will encourage the parents to pursue this cure. The discussion of the religious cure is designed to be in harmony with nature which is the central tenet of Navajo existence.

Navajo Terminology. Navajo is an Athabascan language that is highly descriptive and context dependent. In some cases the same sequence of sounds can mean totally different things due to tonal differences. In addition the orthographic component of the language was only recently introduced into the educational curriculum. A bilingual curriculum is used in some schools but typically the curriculum is limited to the primary levels. Thus, some younger students are bilingual in written and oral communication modes. This, however, is not the predominent pattern for adults.

Many adults are bilingual in the oral communication mode but most are unable to read the orthographic component because they did not receive instruction in it during their formal education. This pattern was evident amoung teachers enrolled in this class. Thirteen of eighteen teachers indicated good oral bilingual skills in English and Navajo. Of these, seven teachers indicated that they possessed some skill in reading and writing Navajo whereas the others possessed no skills at all. All teachers were employed on the Reservation and were frequently requested to serve as translators for the IEP.

Numerous discussions regarding terminology were undertaken. During thee discussions it became evident that terminology varied considerably from one school district to another. The special education terminology list used was taken from a concept paper developed by the Dine Center for Human Development as part of the Communication Panel Media Development Project during January 1980. Samples of some of the terms appear below (unfortunately the electronic reproduction used to produce this text lacks the capability of writing all the appropriate diacritical marks):

Epilepsy

Bitsoo'iilneehgo yaaninadiidaah doo nidadiitl'ish
Danidiitsah doo bizhee'hahaghaah doo nidadiitl'ish
Bikee'doo' ei dine akot'eego ei t'aa'awolhi beech'eehdighaan
Naa'anatlish doo nidadiitlish, aadoo lahda danidiitsxah doo
bizhee' haaghaah. Bitsoo' iilneehgo dah yaanidiidaah

Trainable Mentally Retarded

T'aa bi'adaa akonidzin doo adaa'ahalye
Nabidi'nitin yineel'anigii doo t'aa bi
Akonidzin doo adaa'ahanigii
Bini' doo binitsekees baah dahaz'aanidi, t'aa bi adaa'akonidzin
Doo adaa'ahalyaagi bee nabidi'nitin

Teachers were also asked how they secured informed consent from the parents under a variety of scenarios. When parents spoke only Navajo, translators were used; written forms were not used. Out of twenty-five teachers enrolled in the class, no one was able to locate any written documentation in Navajo that was used by schools on the Reservation. If the parents spoke English, the IEP proceeded according the the guidelines specificied in PL 94-142 and each respective district.

These guideline were reviewed in class and teachers were encouraged to critically review the many forms. Semantic and syntactic analyses were conducted. Based on these analyses, many of the forms were rewritten. It was recommended that all forms for parents be re-evaluated to ensure that parents will be able to understand the contents of the forms.

In summary, I would like to emphasize several points to remember when working with Native Americans. First of all, determine their beliefs regarding causality and cures for handicapping conditions; do not assume that their belief system is the same as yours. Incorporate their beliefs when feasible and offer Anglo type solutions when appropriate. Secondly, use translators but be cognizant of translation inadequacies and syntactic and semantic complexity in written and oral communication.

Project PEAKS - Graduate Training for Native Americans in Special Education

Project PEAKS, Pursuing Education and Knowledge for Service, is a Master's level training program for Native Americans in Special Education. It is funded for a three year period by the Office of Special Education and Rehabilitation Services. Project PEAKS represents a coordinated effort between the NAU Native American Research and Training Center and the Center for Excellence in Education.

Rural school districts located on or adjacent to reservations experience difficulty in hiring and retaining qualified Native American teachers. This program works with districts and tribes in identifying and training Native Americans from tribal communities.

Students are identified via a cooperative effort with rural districts and tribes who need qualified special education teachers. These districts are asked to identify potential students want to teach special education in the district. Individuals who have community ties and intend to remain in the community after training are given first priority. These teachers are contacted to determine their interest in the program.

Students choose from two training options: (1) a certification training program, or (2) a Master's degree that includes certification. In addition to the training option, students select the schedule of training they wish to pursue: (1) summers only; or (2) summers and academic year. The latter option expedites the training process and allows the individual to return to the community within a relatively short period of time. Students receive stipends to defray costs during training.

Training programs lead toward certification in multiple areas of special education in order to meet rural school district needs for certified personnel for low incidence populations. All students participate in course work designed to improve their skills in relating to local community systems, interdisciplinary models of service consistent with local community values and the development of teaching techniques that correspond to specific community characteristics.

Training focuses on preparation for teaching in rural reservation schools. Consideration is given to culturally distinct values and beliefs by tribal communities. Parent and community involvement in the education of handicapped Native American children is encouraged. A course focusing on these issues is being developed.

In addition, Project PEAKS recognizes that student support is often the key factor in whether or not a student completes a program of studies. Students participating in Project PEAKS for the academic year have frequent opportunities to meet with the project director regarding their studies and other concerns. Students who attend summer sessions on the other hand, engage in an intense level of studies in a short period of time. The student support network in the summer has greater structure. Students, along with the project director, meet twice a week for an hour to resolve issues and concerns and to identify university and community resources.

Through Project PEAKS, we hope to train Native Americans in Special Education thereby reducing the critical shortage of qualified teachers on or near reservations.

Wednesday, April 23

1:30 - 2:30 pm

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THE THINGS THEY NEVER TOLD YOU ABOUT REPORTING CHILD ABUSE AND NEGLECT: WHAT EVERY EDUCATOR NEEDS TO KNOW

The growing number of reported cases of suspected and actual child abuse and/or neglect impact today's professional educator in a very real way. Statistics tell us that one of every four girls and one of every seven boys will be sexually exploited by age eighteen. This translates into as many as six or seven sexually abused students in the average classroom. Statistics that include physically abused and neglected or maltreated children estimate that more than one million children are maltreated each year. Of these children, 100,000 to 200,000 are physically abused, 100,000 to 250,000 are sexually abused, and over 500,000 are neglected. Many professionals believe that these numbers are low estimates of the actual numbers of abused children. The more the professional educator increases his/her knowledge of child abuse and neglect, the better prepared s/he will be to identify and aide the abused child who may be a member of the classroom.

The issue of child abuse and neglect is an especially important one to the rural educator. Often, the rural educator will be unable to make use of support services that are frequently available to his/her urban counterpart. It may take a longer time for local child protection agency officials or law enforcement officers to investigate a report. The rural educator may also be expected to take a more active part in the disclosure and evidence collecting procedure since s/he has immediate direct daily contact with the student. The result of these increased expectations is that the rural educator may often feel isolated and alone since there may be little professional and/or peer support before, during and after the reporting process.

Students in rural areas are effected by suspected child abuse and neglect differently than their rural peers. Support and therapy services are seldom within a few minutes drive of most rural locations. Depending on the size of the rural location, it may be difficult to keep matters of child abuse and/or neglect confidential. News travels fast in most rural communities. This is an especially important point for the educator to be aware of since confidentiality is vital in matters of abuse and neglect. A referral is only a request for an investigation, it is not an indictment or proof of guilt.

There are a number of reasons that professional educators must, and do, become involved in the issue of child abuse and neglect. Perhaps the two most compelling reasons are teacher self-preservation and student survival.

It is a fact that educators see and interact with children on a daily basis. In many cases, educators see children as much, if not more, than their parents see them. One study estimates that by the age of eighteen, students have spent 18,000 hours in school with teachers and other school personnel. (1) The school system provides a unique opportunity for educators to observe, compare, and contrast student behavior over an extended period of time. This continuum of behavioral observation is advantageous to the abused child allowing for the foundation of a solid data base of behavioral and academic functioning before, during and after the abusive incident occurs.

The results of child abuse and/or neglect manifest themselves in ways that effect all students (those who are abused as well as those who are not abused) and educators daily. Abused students may exhibit signs and symptoms of abuse in a variety of ways within the classroom. Students may act out aggressively, seek an inordinate amount of attention from adults and peers, be verbally disruptive and/or abusive, withdraw from their peers, be truant, and/or begin to fall behind academically, all as a result of abuse and/or neglect. Many students from abusive or neglectful situations may be so concerned about what is happening at home, or what will happen when they get home, that they will be unable to concentrate on their school work. Such preoccupation has a direct impact on the student's ability to function socially and academically.

Child abuse and/or neglect frequently has a severe impact on learning, causing significant learning problems and below grade-level functioning in key academic areas. Abuse and/or neglect can also be the source of student emotional and/or behavioral problems in and out of the classroom. Needless to say, the teacher who must deal with as much as one-third of his/her students who may be exhibiting such behaviors has his/her hands full. Even if the figures are as low as two or three students in every class, this still creates a classroom situation that is potentially disruptive to the educational process.

It is important for the professional educator to be prepared intellectually and emotionally to deal with the issue of abused children in the classroom because it is his/her responsibility to help students increase their academic functioning levels and successfully complete school. Building administrators and support personnel, should also increase their awareness since they are likely to become involved with the abused and/or neglected student who frequently breaks the rules or becomes so disruptive that s/he can no longer function as a productive member of the classroom.

This perspective will help the professional educator increase his/her knowledge of the issue of child abuse and neglect by exploring the responsibilities and rights of the professional educator to report suspected child abuse and neglect as well as the basic signs and symptoms of abuse and neglect that often manifest themselves in observable classroom behaviors.

REASONS FOR BECOMING INVOLVED

There are a number of reasons for the professional educator to become involved in the issue of child abuse and neglect. To help built a common knowledge base it is important to acknowledge some of the reasons educators do and don't report or respond to cases of suspected child abuse.

REASONS FOR NON-INVOLVEMENT

Some educators do not report suspected cases of child abuse and neglect. It is important not to condemn these individuals, but to help them understand why they are not making the report as well as the importance and benefits to the child of making a report. Personal as well as legal reasons for reporting are discussed below.

PERSONAL REASONS FOR NON-INVOLVEMENT

There are a million and one reasons that someone does not report suspected child abuse and neglect. The idea of child abuse and neglect is repulsive. It is hard to understand how anyone would treat a child violently or neglectfully. In some cases, it seems easier to ignore the situation that to deal with it and the possible reprocussions that might result from filing a report. Some educators do "not want to get involved" while others have a well-meaning desire "not to make things worse for the child". All these are actual reasons for not reporting, unfortunately, they do not abide by the law nor do they help the child.

SOCIAL BIAS FACTORS FOR NON-REPORTING

Many people still believe that child abuse and neglect is a problem that only happens in low socio-economic status homes or in homes where the parents are uneducated. Many communities still fail to acknowledge that child abuse and neglect exist within their boundaries.

The simple truth is that child abuse and neglect, like mental retardation, can occur in any home regardless of the educational level of the parents or their socio-economic status. Doctors, lawyers, and educators have been guilty of abuse just like clerks, store managers, truck drivers, and lumberjacks. This stereo-typed image is often ingrained in rural communities that may not have resources to devote to community and parent education like larger more metropolitan school districts.

Once the stereo-typed image of a poor, uneducated child abuser has been dispelled, we can begin to work together to bring the issue of child abuse and neglect under control.

ORGANIZATIONAL FACTORS INFLUENCING NON-REPORTING

Unfortunately, many child protection agency caseworkers are overworked just like many educators are overworked. Many state budgets have been cut forcing fewer workers to handle an ever-increasing workload. The result of this situation is that child protection workers are forced to deal with child abuse cases on the basis of severity. The most severe cases are the ones that get immediate attention. This often causes the reporting educator to become frustrated with a system that seems unresponsive to student need. Reduced staff numbers, along with the right to privacy of the accused perpetrator, also makes the system seem unresponsive by impeding the flow of communication between agency and school district. It is important for the educator and child protection worker to learn to work cooperatively so that they can best meet the needs of the child.

A second organizational factor that sometimes influences educators not to report is an unwritten school district policy that says "we don't have child abuse in this district, so don't report any". I believe that this attitude stems from the stereo-typed image that child abuse is a problem of the poor an uneducated. Educators can help to renounce this image by informing their peers and the community about the causes and frequency of child abuse.

PERSONAL REASONS FOR INVOLVEMENT

People enter the field of education for a variety of reasons. One of the most often cited reasons is the desire to help children. Many educators feel a need and/or responsibility to help students in their classroom. Some educators believe that they must do everything possible to help end the pain and suffering of students who are abused or neglected. Others just have deep feelings of care and concern for other human beings who are in pain.

Still other educators are caught up in the "messiah complex" syndrome believing that they can fix and/or cure all those in pain. As a result, they are compelled to become involved in the issue of child abuse and/or neglect.

Many educators also become involved with abused and neglected children because they have a special empathy for the hurt felt by abused and/or neglected children. This empathy often results from the educator's personal experiences with abuse and/or neglect. S/he may know someone who was abused or s/he may have been abused as a child. Some educators will be very vocal about their reason for involvement while others may work quietly toward a resolution of the issue. Whatever their reason, many educators feel a personal need to be involved in the issue of child abuse and/or neglect.

LEGAL REASONS FOR INVOLVEMENT

If the preceding practical and personal reasons aren't compelling enough to involve the professional educator in the issue of child abuse and neglect, all fifty states, the District of Columbia, and all US Territories require professional educators to protect the students they serve by reporting suspected child abuse and/or neglect to the proper authorities. It is important for the professional educator to become familiar with the state laws and local policies mandating the reporting of suspected child abuse and neglect for his/her own state and local school district. In most states, lack of local policy and guidelines for reporting does not absolve the educator from his/her state mandated duty to report.

While specific definitions and requirements for reporting suspected cases of child abuse and neglect vary from state to state, there are some common elements of legal definitions. In all states:

- a child is someone under eighteen years of age
- child abuse and/or neglect is non-accidental
- the resulting injury is either physical or mental
- the child is either negligently treated or maltreated
- the injury is caused by a person who is legally responsible for the child's welfare...
  parent -- guardian -- baby-sitter -- teacher
  (Someone to whom parental responsibility has been delegated to in a caretaker role, regardless of how temporary a time this responsibility has been given.)
- injury can also be the result of child-to-child abuse as in the case of rape or physical violence
- adult developmentally disabled persons who are unable to provide for their own protection are usually also protected under child abuse and neglect laws.

Other common elements in state laws include: who must report; to whom a report must be made; and the content of the report.

FEDERAL STATUTES/GUIDELINES

There are three major federal documents that provide guidelines for the reporting of suspected child abuse and/or neglect.

Federal Standards for Child Abuse & Neglect Prevention and Treatment Programs and Projects

This document was generated by the National Center on Child Abuse and Neglect in 1973. It provides a set of standards of good practice for school systems and other child-service agencies regarding child abuse and neglect. This document provides guidelines for the following topics:

- reporting procedures
- treatment approaches
- guidelines for achieving change
- prevention programs
- coordination of public and private programs

This document can be especially helpful for school systems and agencies that do not have an established system for dealing with the reporting and follow-up contacts of children who have been abused and/or neglected or for systems and agencies that are in the process of revising and/or expanding their existing procedures. Appendix A of this document deals specifically with the educational system.

Federal Family Educational Rights and Privacy Act (FFERPA)

Passed in 1974, this Federal statute deals with the release of student school records. The purpose of this act was to protect confidential student information, including student academic, attendance, and health records, from indiscriminate review by those not directly related to or concerned with the student's welfare and school progress. The FFERPA requires a school obtain parental permission to release school records. This includes the release of records to other school districts.

There are exceptions built into the FFERPA. If a "health or safety emergency" exists, parent permission does not need to be obtained before student records can be released. It is up to the school official, usually a building administrator or central office administrator, to determine whether or not suspected child abuse and/or neglect constitutes a "health or safety emergency" on a case-by-case basis. In states that limit the definition of child abuse and neglect to "child health and/or safety endangerment" suspected child abuse does constitute a "health and safety emergency" as defined by the FFERPA and records can be released without parent permission. Parental consent is not needed if school records are subpoenaed.

Usually, the FFERPA does not have a bearing on information that is reported concerning suspected child abuse and/or neglect. Most reports are made based on the personal knowledge of the teacher and his/her personal working notes. These items are not part of the official school record that is covered under the FFERPA.

Head Start Policy Manual

This manual is the guideline and governing policy for all Head Start programs. It requires all Head Start programs to report incidents of suspected child abuse and/or neglect to the appropriate state or local authorities in accordance with the applicable state law. While it does not specifically apply to the school system, it does provide a useful and practical set of reporting guidelines and standards that are applicable to the school system setting.

A SPECIFIC STATE STATUTE

At this point, it may be useful to review the mandates of a specific state statute regarding the reporting of suspected child abuse and/or neglect. The value of reviewing a specific statute is to provide the reader with a basis for comparison and reference. Because

I am most familiar with the laws of Washington State, I will use the Revised Code of Washington (R.C.W.) as an example.

THE WASHINGTON STATE STATUTE

R.C.W. 26.44.020 provides the legal definition of child abuse or neglect for the State of Washington. The statute defines child abuse and neglect as follows:

"Child abuse or neglect shall mean the injury, sexual abuse, or negligent treatment or maltreatment of a child by a person who is legally responsible for the child's welfare under circumstances which indicate that the child's health, welfare, and safety is harmed thereby."

It further defines negligence in this way:

"Negligent treatment or maltreatment shall mean an act or omission which evidences a serious disregard of consequences of such magnitude as to constitute a clear and present danger to the child's health, welfare, and safety."

Needless to say, these legal definitions can be interpreted in different ways. It is important for the professional educator to become familiar with the specific definitions of child abuse and neglect for his/her state. By doing so, s/he will better understand the parameters within which s/he must work. I recommend that when you are in doubt about reporting or not reporting child abuse you call your local child protection office and discuss the circumstances of your suspicions with a child protective service worker or law enforcement officer. After consulting with another professional who is familiar with the law and the signs and symptoms of child abuse and/or neglect, you can jointly make a final determination whether to formally report or not to report your suspicions.

A safe rule of thumb is:

** When in doubt, consult and report. **

UNIVERSAL GUIDELINES FOR THE REPORTING OF SUSPECTED ABUSE

Just as there are common elements in the definition of child abuse and neglect between states, there are also common reporting practices that should be observed by professionals who have contact with children. It is important for educators to be aware of these reporting practices. This will help to simplify and expedite the reporting process for both the reporter and child protection workers.

WHO SHOULD REPORT

In the State of Washington, as in most other states, any person "who has reasonable cause to believe that a child or developmentally disabled adult has suffered abuse or neglect, may report, in good faith, such incidents to the child Protective Services or to law enforcement". For specific reporting requirements for your state refer to your state statutes.

Those required by Washington State Law (R.C.W 26.44) to report suspected abuse and neglect include:

- Professional School Personnel: including but not limited to, teachers, counselors, administrators, psychologists, support personnel, child care facility personnel, and school nurses).
- Medical Practitioners: (licensed podiatrists, optometrists, chiropractors, registered or licensed nurses, dentists, osteopaths, surgeons, physicians, religious healing practitioners, psychiatrists, and dentists).
- Social Workers: (those providing social services to children, adults, or families as an employee or agent of any public or private organization or institution.
- Licensed Psychologists.
- Registered Pharmacists.
- Employees of the Department of Social and Health Services.

Other persons, including friends, relatives and neighbors, who have reason to suspect that child abuse and/or neglect is occurring can also report their suspicions "in good faith" to the local child protection services office or local law enforcement agency.

WHAT SHOULD BE REPORTED

It is important to realize that reporting suspected child abuse means no more than requesting that an investigation be conducted into a suspected incident of child abuse and/or neglect. Reporting does not mean that the suspected abuse is a proven fact, rather it means that there is a question being raised about the state or condition of a child's well-being. No state requires the reporter to have proof that abuse or neglect has occurred before reporting.

Reports concerning suspected child abuse or neglect may be made orally or in writing to child protection agency or the appropriate law enforcement agency. Reports should contain the following information:

- the name, address and age of the child.
- the name and address of the child's parent or guardians or other persons having custody of the child.

- the phone number of the parent or guardian.
- the nature and extent of the injury or injuries, neglect, and/or sexual abuse.
- any evidence of previous incidences of abuse or neglect including their nature and extent.
- any other information which may be helpful in establishing the cause of the child's injury or injuries, neglect or death.
    - * Especially important to report is any handicapping handicapping condition that may effect the child's ability to make a valid disclosure.
- the identity of the perpetrator if known.

By having this information readily at hand when you phone in a report to the correct local agency, you can help to make the referral process flow smoothly. Do not be concerned if you do not know the identity of the perpetrator. You may not know this unless the child has made a disclosure statement to you. It is the job of the child protection agency and/or local law enforcement agency to determine who the perpetrator is and exactly what kind of abuse has been inflicted.

WHEN TO REPORT

Each state has different reporting timelines. It is especially important for educators and other child care professionals to be familiar with the reporting timelines for their state. Under the revisions to the child abuse law made during the 49th Legislative Session, professionals in Washington State who suspect child abuse or neglect are required to report their concerns "at the first opportunity, but in no case longer than forty-eight hours (48) after there is reasonable cause to believe that the child or adult has suffered abuse or neglect. (R.C.W. 26.44.030) For the specific time requirements of your state, call your local child protection agency.

In Washington State, as in many other states, those who knowingly fail to make a report or cause a report to be made are guilty of a misdemeanor under Washington State Law. Consequently, professionals required by law to report suspected child abuse and neglect may face a fine of up to $5,000 or jail term.

WHERE TO REPORT

A report of suspected child abuse or neglect should be made to the child protection agency for your area or to the local law enforcement agency where the child resides. The local law enforcement agency refers to the local police department, the prosecuting attorney, the State Patrol, the Director of Public Safety, or the Office of the Sheriff.

In most states, this report can be made over the phone, in person, or by letter. Under Washington State law, you must make a written report (this can follow your oral report).

It is important to make sure that you are reporting suspected abuse or neglect to the correct authority. Confidentiality should be observed and maintained at all times when reporting suspected abuse or neglect . This is especially true when reporting suspected sexual abuse. Remember, a report is a request to investigate, it is not a conviction nor is it proof that abuse has taken place. For the sake of the child, and the parent, it is important to treat all suspected abuse reports with strict confidentiality.

LOCAL (SCHOOL) POLICY

Educators are also governed by local or district level policies governing the reporting of suspected child abuse and neglect. Every educator should be aware of his/her local policy regarding the reporting of child abuse and neglect. Many school districts have a specific policy statement and special reporting form that they require the reporting educator to file once s/he has cause to suspect that an abusive situation exists in the life of one of his/her students.

If your school district does not have a specific policy regarding the reporting of suspected abuse and neglect, you may want to act as a catalyst and begin the policy making process by bringing the lack of policy to the attention of your supervisor or superintendent.

An educator cannot be excused for failure to report suspected abuse by claiming that a specific district-level policy and/or reporting form was not available. State laws require educators report suspected abuse regardless of local policy or a lack thereof.

GETTING THE INFORMATION TO EDUCATORS

There are a variety of ways to pass information about child abuse and neglect along to staff members. My preference to to meet with groups of staff members, usually by building or working unit, and to present the information using a multi-media approach with as much teacher participation as possible. Such an approach allows educators to begin to build a support system within their building or working unit by laying a foundation of mutual trust, a common knowledge base and respect for each other. These factors are especially important when someone needs to make a report of suspected abuse and neglect. Often, just knowing that peers, and others we have daily contact with, understand what is going on and can listen intelligently will do much to relieve the apprehension associated with making a report.

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Cathy D. Gangstad

Wednesday, April 23

1:30 - 2:30 pm

Presentors: Russell Hedge
Co-Director

John Simmons
Co-Director

Carolyn Martin
Coordinator of Respite Care

Willard L. Johnson
Research Associate

Infant & Early Childhood Intervention Program
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Cost-Effective Rural Remediation Plan for the Developmentally Disabled

The Kansas University Affiliated Facility (KUAF), at Parsons, is one of three UAF sites affiliated with the University of Kansas (the others are located in Lawerence and Kansas City). The KUAF receives federal funds for the purpose of providing exemplary services to developmentally disabled individuals as well as training for professionals seeking careers related to developmental disabilities. We will be discussing two of the programs included under the KUAF umbrella: the Infant and Early Childhood Intervention Program (IECIP) and the Respite Care Program.

Infant and Early Childhood Intervention Program

Developmentally delayed children create problems for their parents from the time of their birth. When the child has complex or numerous medical problems, does not start to walk or talk when he or she is supposed to, has problems eating, etc., the parenting role changes, and parents need help and answers.

Early identification and intervention has been effective in improving the progress and outcome for many DD children. If nothing else, it involves the child with persons who know how to work with the child to help him develop. According to Jordon, Hayden, Karnes, and Wood (1977), programs providing early educational and therapeutic programming to meet the needs of young handicapped children and their families are reducing the number of children who will need intensive or long term help....with early help, the sooner the better, these children can often function at higher levels than has been dreamed possible in prior years.

Unfortunately, early identification intervention programs are not readily available in rural Kansas. There is not a homogeneous group of DD children. Distance and cost are formidable barriers to program development. Parent groups are hard to establish. Access to the variety of professionals needed to effectively manage and program a DD child is limited. The IECIP is an attempt to address these problems.

The Infant & Early Childhood Intervention Program began as a interprofessional, interagency program between the KUAF and existing service agencies involved with developmentally delayed children and their families, in a sparsely populated, rural area, of Southeast Kansas. The program involved the child's physician, county Public Health nurses, social and rehabilitative services social workers, public and independent school personnel, Mental Health Department psychologists and counselors, and the child's parents. Initially, we informed and trained each other in regard to functions and roles. The KUAF educated its sister agencies regarding the need to provide developmentally delayed children appropriate medical and educational procedures and therapies as soon after birth as possible.

We decided each agency would act as a broker for children initially identified by that agency. In other words, the agency would direct the children to other needed services provided by its sister agencies.

At first, KUAF staff were primarily interested in initiating procedures for identifying developmentally delayed or at risk infants at birth; however, the other agencies expressed their concern with the needs of existing developmentally delayed children in their communities who were not receiving help. At that time, (approximately 10 yrs. ago) in our region of the state, parents of even identifiable DD children, such as Downs Syndrome, were not informed of their child's problem until the child was two to three years old. Then, the child was directed to a state institution. Thus, their was a need to provide services for children regardless of age.

We first attempted a transdisciplinary training and service model. The remnants of this model continue in the areas of behavioral management, social work, self help, early speech and language training, and parent involvement. However, today, the basic system has social workers doing social work, speech therapists training speech and language techniques, psychologist dealing with behavioral problems, and so on. The main persons actually involved in the transdisciplinary training are the child's parents.

Basic premises. Their are some 16 basic premises of the IECIP. These are as follows:

1) When parents think there is something wrong with his or her child, we will work with them to discover if there is a problem.

2) Our purpose is not to diagnose or name the child's condition; we want to determine where the child is developmentally, identify

and eliminate factors impeding the child's ability to develop, learn how to best teach the child, and take the child foward developmentally-- we do not concern the parent with where the child should be.

3) It is important to initiate remediation on a developmental problem as early in a child's life as possible.

4) The child's parents are the authority on their child, and they are our peers; it is their responsibility to raise their child, not ours - we work with each other.

5) The child's parents, their attitudes, and the environment have the long term, overriding effect on the child's development and eventual outcome.

6) Parents do many things right for a special child without intervention.

7) Parents are capable of training DD children in most areas of learning with direction and information from other experienced professionals.

8) For continuity in long term learning, for continuity of programming, for intensive training, for maintenance and generalization of learned skills, and for an affordable program, we believe the child's parents are the best teachers the DD child will ever have.

9) We never tell the parents we will teach their child; we do train the parents what and how to teach their own child.

10) DD children have problems synthesizing the separate skills they are taught for effective application.

11) The most important need of a special child is environmental adaptation - to train the child to exist and function in his home environment (home, grocery stores, restaurants, movies theaters, churches, etc.) Next comes reading, writing and arithmetic.

12) The child's rate of progress determines our objectives and goals; diagnoses and prognosis are kept tentative.

13) The child's improvement is based on time; the amount of time spent in one on one training experiences at the child's learning level is a crucial factor in determining the child's progress.

14) We are involved with the child for a long term; consequently, we emphasize continuity in programming.

15) Learning should take place where it can be maintained and generalized.

16) Programs which take the DD child away from the places and persons instrumental in the child's development are at best ineffective and at worst destructive; such programs attempt to serve the DD child under the guise that professionals can do it better than the parents and with child being taught in situations limited in time,and opportunities and separated from the natural environment-- in some cases the parent is not even told what the child is being taught and parents are seldom involved in the training.

Description of IECIP Services

The IECIP is an interdisciplinary approach serving the developmentally disabled population, primarily ages 0 to 6 years. The IECIP provides services in the areas of gross and fine perceptual-motor development, speech and language development, social work, and psychological services. The IECIP is available to the Southeast Kansas population at no charge to its clients. The IECIP is funded by the University of Kansas/Bureau of Child Research core grant and matching federal/state funds. The administrative cost of the program is approximately $200.00 per client, per year. This cost plus low travel to centrally located provision points for families makes the IECIP's parent training approach feasible and financially possible.

The total population served by the IECIP is approximately 350 children, adults and their families. The program covers a region of 15 southeast Kansas counties serving the families of children with disabilities. There are 18 provision points in specific cities in the region where weekly or bimonthly clinics are provided for the clients. Most of the clinics are held in county public health, mental health, social and rehabilitational agencies, and public/private schools. The IECIP team travels into the catchment areas to the designated provision points to serve the individual clients. In addition, when clients are ill, extremely young, or there are transportation problems, the IECIP staff provide services in their homes. This tends to alleviate the expense of travel that hinders center-based programs with lower social-economic clients.

The IECIP model involves the development of parent competencies in implementation and evaluation of developmentally/behaviorally based intervention programs. Based on the principles of individualized programming, the trainer develops the goals, techniques, and materials for parental use. The program is geared to the age of the child, chronologically, physically, and emotionally. If a client is an infant, the program emphasizes motor and communication development. If the client is older, the program directs itself toward self-help, communication, sensorimotor integration, and school readiness. The program also directs its effects toward aiding parents in handling the inappropriate disruptive behaviors of their children.

Services delivered are specific to the client's needs and disabilities. The gross/fine perceptual-motor component breaks the

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specific needs into two areas of contact - motor development and sensorimotor integration. Direct application of remediation is dependent under which level the client is functioning. The speech and language component encompasses the levels of pre-speech, and language receptive and expressive language, pre-academic readiness, and behavior management. The psychological component provides complete cognitive and adaptive behavior testing and instruction in behavioral management techniques for handling inappropriate and disruptive behaviors. The social work component offers parental counseling, behavior management techniques, respite care programs, and home-base intervention in crisis situations. The IECIP thus offers a full interdisciplinary approach to the rural-base environment through four components.

The IECIP also joins with the other support agencies in the catchment area to provide a comprehensive interagency network for complete programming to further meet the families needs. For example, if the client and family needs services from Social and Rehabilitational Services, an orthopedic doctor and psychological services, the IECIP contact might serve the family in the role as contact for these professionals to provide these services. Other clients are referred from the interagency network to the IECIP. SRS, public health, and mental health make up over 45% of the IECIP's referral sources. Each professional service interacts with the IECIP to ensure that services necessary to the families are provided. Staffings, consultations, and workshops are provided by the IECIP to continue and update the current services to the interagency network.

The actual sequence of contact with the clients and their families usually occurs as illustrated in the following example. A 14 month old cerebral palsied infant has been referred to the IECIP. First the intake information is taken by the secretary or professional. An appointment then is made at provision point closest to the client's home (or in the home itself, as explained earlier). This assessment session appointment is made with the professional in charge of managing the primary handicapping condition. The professional then becomes the case manager in charge of aligning the appropriate services necessary for the family. The initial assessment is the first block in building the foundation of education and therapy that the family will utilize in handling the client's disabilities. From the first contact, the case manager then decides what measure to take in the therapy and needs of the client. The client is maintained in therapy every one or two week period through the education of the parent. "Therapy" may be a misnomer, as parent education is the key to the IECIP. The individual therapist fosters the program that the parents utilize for their child. Thus the parent becomes the therapist.

Contact between the therapist and the parents of the client is intense, with particular emphasis on educating the parents on the specific handicapping condition. The parent is the focal point of therapy. Children are not seen without their parents. The therapist determines the next area objectives but the parents train the child. The therapy period (15-60 mins.) is spent assessing progress since the previous period, developing a structured prescription, and explaining and demonstrating techniques to be used by the parents until the next session. The techniques are modeled for the parent and she/he is shaped in their use. Before the ending the session, the parents are given a written plan to follow until the next session.

The home environment becomes the therapy room. The parents thus become the client's therapist, case manager and advocate. By working with parents in this manner, we more than triple our managing case loads, thus increasing the number of clients in the catchment, without a concomitant increase in numbers of professionals.

Respite Care Program

In addition to the services provided by the IECIP, the UAF's Respite Care Program offers another set of important services to parents of handicapped children in Southeastern Kansas. The purpose of the KUAF Respite Care Program is to provide those persons responsible for the care of developmentally disabled individuals with intermittent, brief periods of relief or time off from the heavy demands and constant stress of caring for their disabled child or adult. Respite care offers not only relief to the family, it provides for growth, development and normalizing experiences for the disabled individual through interaction with others in the community. It is the intent of the respite service program to reduce the need for institutional or other out-of-home placements, while strengthening the coping abilities of families and improving the quality of family life.

Since 1982, the KUAF Respite Program has provided community-based respite in the rural counties of Southeast Kansas. The substantial and rapid growth of the program demonstrates the need for community-based respite and the ability of professionals in the field of special education to recruit, train and place volunteers in temporary caregiver roles. Consequently the families can have planned time for recreation or renewal activities as well as time to attend to emergencies. The two types of respite offered through the program are:

Companion/sitter service - Trained persons provide care in the disabled client's home.

Respite care home - Trained persons provide care in their homes, which are state licensed.

Recruitment. Mass media campaigns are used to recruit potential providers and inform families with disabled members about respite. Most of the campaign is conducted utilizing no-cost forms of advertising, such as a) public-service announcements through radio and television, b) news releases and feature stories in newspapers, c) interviews on radio talk shows, and d) presentations to community, church and school organizations. The only types of paid advertising used to date are a) posters announcing the respite services and upcoming provider training workshops, b) brochures describing the program, and c) mass mailings to education, social service, health care, and church personnel.

Training. Providers must be at least 18 years of age and volunteer time to train in preparation for respite. The training provided through the KUAF Respite Program includes an all-day workshop and "hands-on" training experiences. In addition, once a family requests respite and a provider agrees to provide the care, the provider is obligated to train with that family until the family and provider are satisfied that the provider will be able to competently meet the care requirements for the disabled person. Additional requirements include, health and security clearances, letters of reference, and a screening interview conducted by the Respite Care Coordinator to determine the applicant's willingness and ability to provide respite and current skill levels. Potential providers are responsible for obtaining Cardio-Pulmonary-Resuscitation (CPR) Certification through community agencies, already offering such training, (such as the American Red Cross).

How the KUAF respite program works. Parents are asked to enroll their son/daughter in the program prior to requesting respite. This assures that the specific care needs of the disabled individual are well known so providers can be adequately trained. Once enrolled, the family calls the Respite Care Coordinator (using the toll-free number) to request respite. The coordinator then contacts a provider and arranges for the service. After the placement is agreed upon by the parents, provider and coordinator, a pre-placement visit is arranged in preparation for the respite.

Following respite sessions, providers are reimbursed for their services and both the providers and the parents are asked to complete evaluations on the placement. Payments do not occur directly between families and providers. The provider submits a bill to the coordinator and receives payment through the program. The program bills the family for the services based on the financial agreement determined when the family enrolls. A sliding scale is used to determine family fees for services.

Program funding. The budget of the KUAF Respite Program consists of two components--organizational and direct-service funding in regard to organizational funding, the program is sponsored by the Kansas University Affiliated Facility at Parsons which supports the program in cooperation with the Parsons State Hospital and Training Center through the contribution of all organizational, administrative and supply costs. As for the direct service funding, donated monies and family fees for services are used to pay for the direct costs of providing respite to clients. This includes incentive fees to providers at a rate of $3.00 per hour for 1-7 hours of respite or a flat rate of $25 for each 8-24 hour session and mileage reimbursement to providers who must travel out of their home community to provide respite. Providers are self-employed, contracting with the program to provide services, and are not employees of the university.

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Start up funds for the program have been provided by the Frederick L. Girardeau Memorial Fund which is administered through the University of Kansas endowment fund. This trust fund was designated to support community-based services for developmentally disabled individuals. In addition, respite services have been supported through the generous contributions of individuals, industry and community organizations, and family fees for services.

Program growth & replication of services. Respite services are now available for the families of developmentally disabled individuals in six rural Kansas counties, with 21 sitter/companions providing respite for 42 disabled clients. The number of hours of respite provided has increased from 60 hours in 1982 to 2,385 for 1985. The goal of the program is to make respite available in a nine county area to any family with a handicapped member requesting the service. As each area is targeted for recruitment and fundraising, the initial steps for implementing and supporting the program are replicated.

Future Directions

We plan to continue our IECEP service model in the future, but anticipate diversifying in some significant ways. Many of the diversifications will be designed to meet our responsibilities as a UAF: to develop "state of the art" services and to communicate our methods to a broad audience of individuals involved with handicapped children. In addition, there will be some changes related to the Respite Care Program.

One activity we will undertake in the future involves a research project designed to compare the effectiveness of the parent-directed model we have developed to the more traditional therapy model used in the public schools. While only in the planning stages, the project will involve two studies, one involving speech services and one involving motor development. Public school speech and physical therapists will treat some children using the parent-directed model and some using the traditional model. Outcome data will be collected in order to determine which of the models appears more effective.

To demonstrate the replicability of the service model, we are planning to help initiate similar services in a region of the state which we currently do not serve. Therapists and teachers in that region will be assisted in learning to provide parent-directed services by IECIP staff. We feel that it is important to determine if the philosophy and methods which we have found so effective can be used by other professionals.

Based on the results we have achieved to date, and on anticipated success in the two projects described above, we will be making an effort to communicate the details of the parent-directed model to audiences on a state and national level. We intend to attend state, regional, and national conferences of professional organizations to discuss the merits of the parent directed approach. In the future, we will be videotaping examples of our sessions with the clients and their parents to illustrate the procedures and styles we use in encouraging and teaching parents to work with their handicapped children. We are also considering the possibility of conducting training workshops for professionals attending conferences. In regard to professional journals, we intend to submit articles detailing the philosophy of the program, the procedures we use, and the results of the research project mentioned above.

Along this same theme, we feel a need to provide additional practicum opportunities for students studying speech and hearing, adaptive physical education, physical therapy, psychology, special education, etc. While we have done some such training in the past, we intend the level to increase in the future (i.e., more students and longer practica).

Still in the planning stages is a potential project designed to demonstrate the feasibility of a parent-training program for decreasing the risk of developmental delay among infants conceived, born, and raised in poverty conditions in rural areas, such as Southeastern Kansas. The components of such a program would include: pre-natal identification; professionals as parent trainers and consultants; parent-aides; parent-training classes; parent support group; community outings; parent competency demonstration. In addition to our current staff, this project would involve the addition of six Parent-Aides and a Nurse who would serve as the Parent-aide supervisor and medical representative of the transdisciplinary team.

In regard to the Respite Care Program, we are seeking greater levels of community financial support for the incentive reimbursements paid to providers. While administration of the program will continue to be provided through UAF funds, we will be seeking to raise enough donations from community, civic and church organizations, industry, business and individuals to cover the funds budgeted for provider payment.

Finally, we plan to carefully review the current training program for respite providers. While most of the topic areas appear appropriate, we would like to convert the training to a competency based model. This would help to insure that new providers do, indeed, acquire the skills that we are attempting to teach.

In summary then, we are quite encouraged by the success of our current programs and intend to continue them in much their present form. Our plans for the future include at least one systematic research project related to the effectiveness of the parent-directed approach, a replication of the service model in another region of the state, the provision of additional student practicum activities, increased dissemination activities, changes in the respite provider training program, and the development of more community support for the provider payment portion of the Respite Care Program.

References

Jorden, J., Hayden, A., Karnes, M., & Wood (1977). Early childhood education for exceptional children. Reston, VA: Council for Exceptional Children.

Wednesday, April 23

1:30 - 2:30 pm

Ruth Bragman, Joyce Couch Cole
SERRC
1236 North University Drive
Plantation, FL 33322

Improving Employer Effectiveness in Interviewing Handicapped/Disabled Applicants

Ruth Bragman and Joyce Couch Cole

One of the most important aspects of a secondary special education teacher and a rehabilitation counselor's job is marketing handicapped/disabled individuals to potential employers. As special education and rehabilitation personnel know, success in job placements is one of the most difficult components of their position. Research with employers (Bragman & Cole, 1983; Cole & Bragman, 1983) has shown placement of handicapped/disabled individuals is a difficult task, primarily because employers are unaware of the problems inherent in different handicapping/disabling conditions and, therefore, display a lack of confidence in the employment interview. Many times, potential employers become so involved in wondering about the non-job related concerns associated with the individual's handicap/disability that they totally overlook the applicant's job-related skills and abilities. For example, if an indiviual with epilepsy applies for a position, the employer may become mentally engrossed in a scenario such as the following: "Her lip just twitched. Does that mean she is going to have a "fit" in my office? What should I do if she falls out of the chair? Whom shall I call?". In this situation, the employer is busy trying to sort through possible dilemmas, all the while asking the standard interview questions, that he or she completely misses the fact that the interviewee happens to be the most qualified applicant for the job.

The purpose of this presentation is to provide special education and rehabilitation personnel with guidelines for preparing employers on how to conduct interviews with handicapped/disabled applicants. A five step process is described which can be used to increase employer effectiveness in interviewing disabled individuals, so that appropriate placement can be made.

The five-steps include: (1) analyzing the written job description in respect to critical job requirements; (2) determining possible areas of concerns for an individual with a specific handicap; (3) matching the job requirments with the individual's abilities to determine if there are areas that may present problems; (4) developing questions for the individual that are job related; (5) matching applicant and job to ensure appropriate job placement.

The step-by-step process described in this presentation is intended to provide tangible, straight-forward guidelines for employers in interviewing handicapped individuals. Because of the structured format special education and rehabilitation personnel will also find this process to be a convenient tool when providing employer awareness and education and when preparing handicapped/disabled individuals for the interview and the job.

Wed., April 23, 1986
1:30 - 2:30 PM

Every Question a Parent or Teacher Would Want to Ask A Pediatrician

Dr. Michael Cohen, presentor
Dr. Ed DeForrest, facilitator

The medical issues presentation was conducted in an informal, conversational manner. Dr. Michael Cohen of Tucson led the discussion, which addressed a series of questions raised by the preceding year's meeting of the Health/Related Services Task Force. Mike responded to the questions asked by Ed, and solicited audience reaction to his observations. He presented slides and discussed a number of issues. Mike and Ed openly engaged and conversed with the group.

A number of salient points were brought up, and which could facilitate health/related service/educator/parent relationships.

1. School districts, particularly in rural areas, should identify their principal health care provider(s) and become acquainted with them. Designate a primary special education contact person at the school--a school health nurse, special education administrator, other--to work with the health care personnel. Get to know each other, establish routine and standard communication procedures. Socialize and get to know each other. Tell the health care provider what you need, what is required, and what you can do for them.

2. Educators should not speak for parents. Stop doing for parents what they can and should do for themselves. Help parents to cope--don't cope for them. Relax. Meet with parents ahead of time. Prior to a PPT/PET meeting, share information with parents ahead of time so they know what will be discussed, rather than coming in cold.

   Remember: as a school person your role is education; you are one of many intruders, but hopefully a helping influence in the array of those impacting the family. Be sensitive, learn to flex. Too often the school assumes unknowingly or inadvertently a defensive role and establishes barriers by insisting on using its system.

Suggestion: in order to access medical information, ask parents to arrange an evening meeting for you and them to visit their doctor. Doctors don't have to attend PPT and you will have a better picture of the problem and the family's needs.

3. Don't use medical jargon in PPT meetings. Ask the physician or health care person to translate. For example, soft neurological signs is a helpful clinical concept but not an educational term; when translated, it means that the child is developmentally below norm when compared to others of the same age and sex, etc. Interpretation of this and other phrases is not the role of the educator, but is the responsibility of the physician.

4. Children are constantly developing and unfolding, whether they have a disabling condition or not. Thus the diagnosis changes, and should be viewed as a developmental status report.

5. Be cautious about diagnostic events and labels of hyperactivity. Some diagnoses have multiple causes, not all being physical. Each child has a unique personality; pediatricians trained in the past several years are aware of and use a new array of methodologies and approaches in assessment. Temperament, family style, birth order, and other concepts are useful to the family, school, and physician in working as a team.

6. Physicians in many states are asked to sign off for occupational or physical therapy as related services. The physician is not trained as an OT or PT, and should not be asked to support more than his/her training and practice dictate. The trained OT or PT will better understand and be able to assess what each individual child may need in OT/PT services.

7. Certain children with disabilities, such as a student in a wheelchair, have unique medical or clinical needs but can participate in a full schedule of regular classroom instruction. Do not make presumptions about these students or base decisions on school convenience or school attitude when assisting these students and their families. They are often persons who, with the assistance of a personal care attendant, can participate in regular school activity.

Wednesday, April 23

1:30 - 2:30 pm

Michael Cohen
Clinical Association Professor
Department of Pediatrics
University of Arizona
Tucson, AZ 85717

Ed DeForrest (Facilitator)
Director
Spaulding Youth Center
Box 189
Tilton, NH 08901

EVERY QUESTION A PARENT OR TEACHER SHOULD ASK A PEDIATRICIAN

Dr. Michael Cohen is a pediatrician in Tucson involved in evaluation of special education students and in the implementation of PL 94-142. Dr. Cohen will discuss recent events in the developmental assessment of children and the procedures used in evaluation. He will also discuss how parents, teachers, and medical or health-related personnel can better communicate about the needs of children with disabilities and how to work together to provide maximal services to each child.

Wednesday, April 23

1:30 - 2:30 pm

Presentor: Joan Sebastian
217 Milton Bennion Hall
Dept. of Special Education
University of Utah
Salt Lake City, UT 84112

RURAL TEACHER CERTIFICATION FOR MODERATELY AND SEVERELY HANDICAPPED STUDENTS IN INTEGRATED SCHOOL PROGRAMS

"Community-referenced Teacher Education in Rural Areas" (CTER)

PART I. PRESENTATION OVERVIEW

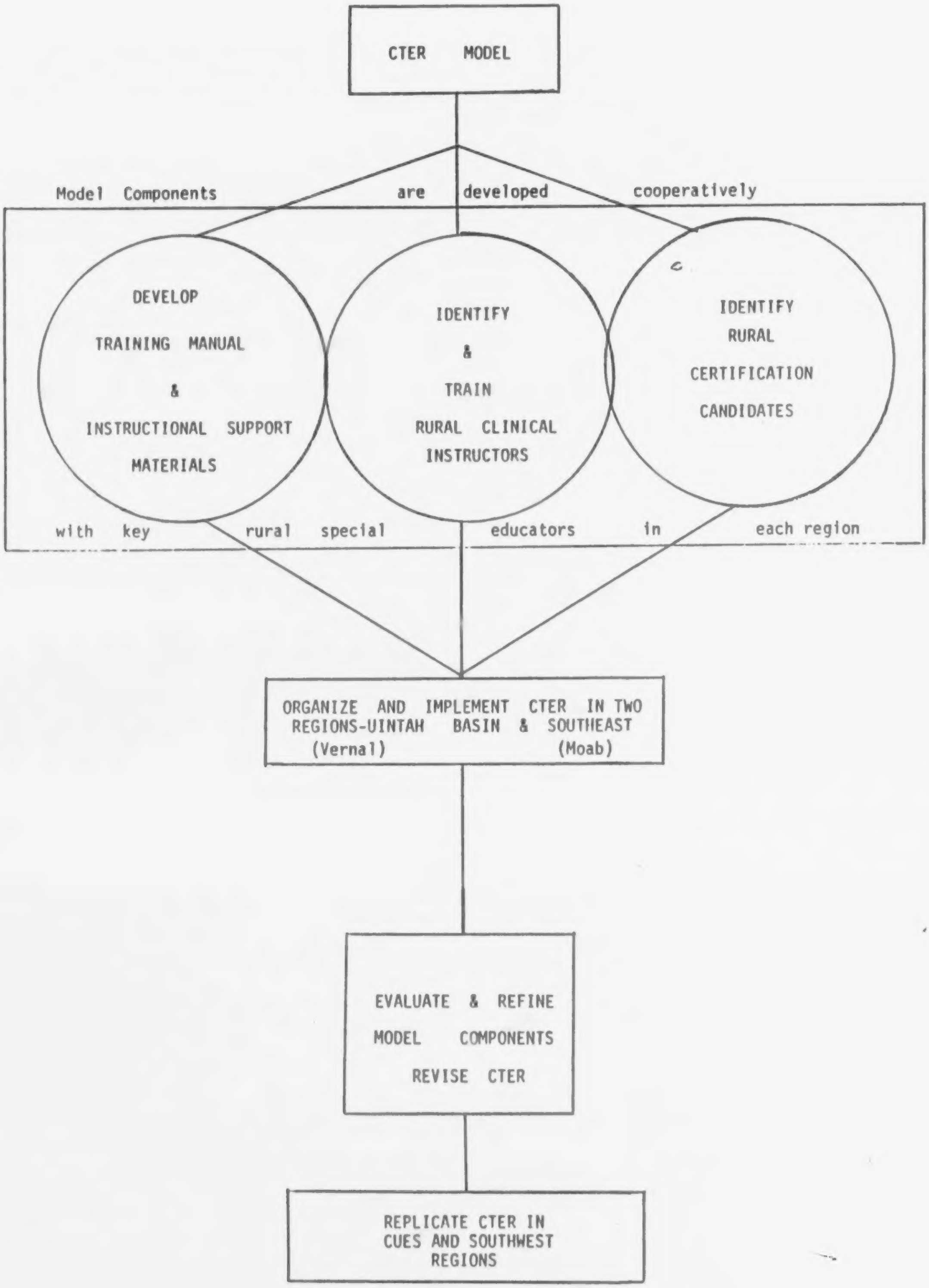
In the fall of 1985 the Department of Special Education at the University of Utah began the development of a model rural field-based certification program for teachers of students with moderate, severe, and multiple handicaps. The purpose of the model project is to deliver a pre-service certification program on site in four rural regions of the state. Utah's rural districts experience the same personnel recruitment and retention problems as other regions of the country. The problem is more severe in relationship to finding qualified teachers and specialized support staff for low incidence and severely handicapped students.

The major components of the project were selected to address several of the personnel training needs typically found in rural parts of this state. Utah's rural districts are geographically characterized by vast open spaces interrupted by multiple mountain ranges. Most of these districts are not close to the state's training institutions. In order to participate in a certification program, individuals need to travel great distances to the nearest college or university campus. Recruiting teachers to work in small rural communities or very remote locations is also a difficult if not impossible task for the local special education directors. The components of this model (Figure 1) address the issues of distance and recruitment in the following three major project goals: 1. Rural adjunct faculty are identified and trained by project staff to deliver certification coursework on-site in each of the regions; 2. Training manuals and instructional materials which are congruent with the campus based certification program, and reflect the service needs of rural moderate/severely handicapped students have been developed for use by the rural adjunct faculty; 3. Certification candidates for the project are recruited from local rural communities.

The certification competencies of this model emphasize the integration of students with moderate to severe handicaps into their community schools. Often, because of the small numbers of these students in rural communities, they are bused to centralized facilities which are staffed cooperatively by several districts. As teachers become trained in strategies that facilitate the integration of students, the service delivery patterns will also need to change. The project staff and university personnel are working with these rural districts to assist them in the development of new programs which allow students to remain in their community schools. This project along with several other projects in the state of Utah, are focusing on systems change strategies in order to assist districts in their response to federal and advocate demands for services in the least restrictive environment.

Figure 1

Community-referenced Teacher Education in Rural Areas (CTER)
(Moderate to Severe Handicaps)


CTER MODEL
Model Components are developed cooperatively
DEVELOP TRAINING MANUAL & INSTRUCTIONAL SUPPORT MATERIALS
IDENTIFY & TRAIN RURAL CLINICAL INSTRUCTORS
IDENTIFY RURAL CERTIFICATION CANDIDATES
with key rural special educators in each region
ORGANIZE AND IMPLEMENT CTER IN TWO REGIONS-UINTAH BASIN & SOUTHEAST
(Vernal) (Moab)
EVALUATE & REFINE MODEL COMPONENTS REVISE CTER
REPLICATE CTER IN CUES AND SOUTHWEST REGIONS

PART II. MODEL COMPONENTS DESCRIBED

The Community-referenced Teacher Education in Rural Areas (CTER) project has a three year funding period. Model development activities began early in October 1985, and the pilot testing phase will begin during the summer of 1986 in two regions of the state--the Northeast and the Southeast (Figure 2). The training site in the Northeast region is in Vernal, 175 miles from the university campus; the second site is in Moab, 235 miles away.

The three major components of the CTER project are described in the following sections. Since the project is in the development phase data on the effectiveness of procedures and strategies is not available at this time, but will be forthcoming in future dissemination publications.

Component 1. Selection and training of rural adjunct faculty.

Two individuals, one each from the Northeast and Southeast regions, were initially selected to participate in the pilot phase of the project. Selection was based on recommendations from district and regional Special Education directors as well as project staff input. Several additional criteria were used along with these recommendations. It was important that these individuals be able to provide supervision for the certification candidates during school hours, therefore districts and regional centers have agreed to release them for these activities. Both of these individuals have had successful experience with moderate and severely handicapped students and are currently serving in supervisory and inservice roles in their districts. During the grant period funds will be provided to the districts in order to purchase time and assistance from the adjunct faculty for model development activities, instruction and supervision.

The rural adjunct faculty role is a key element in the success of this project. Through this position critical communications will be maintained between the rural areas and the university campus. Rural adjunct responsibilities include:

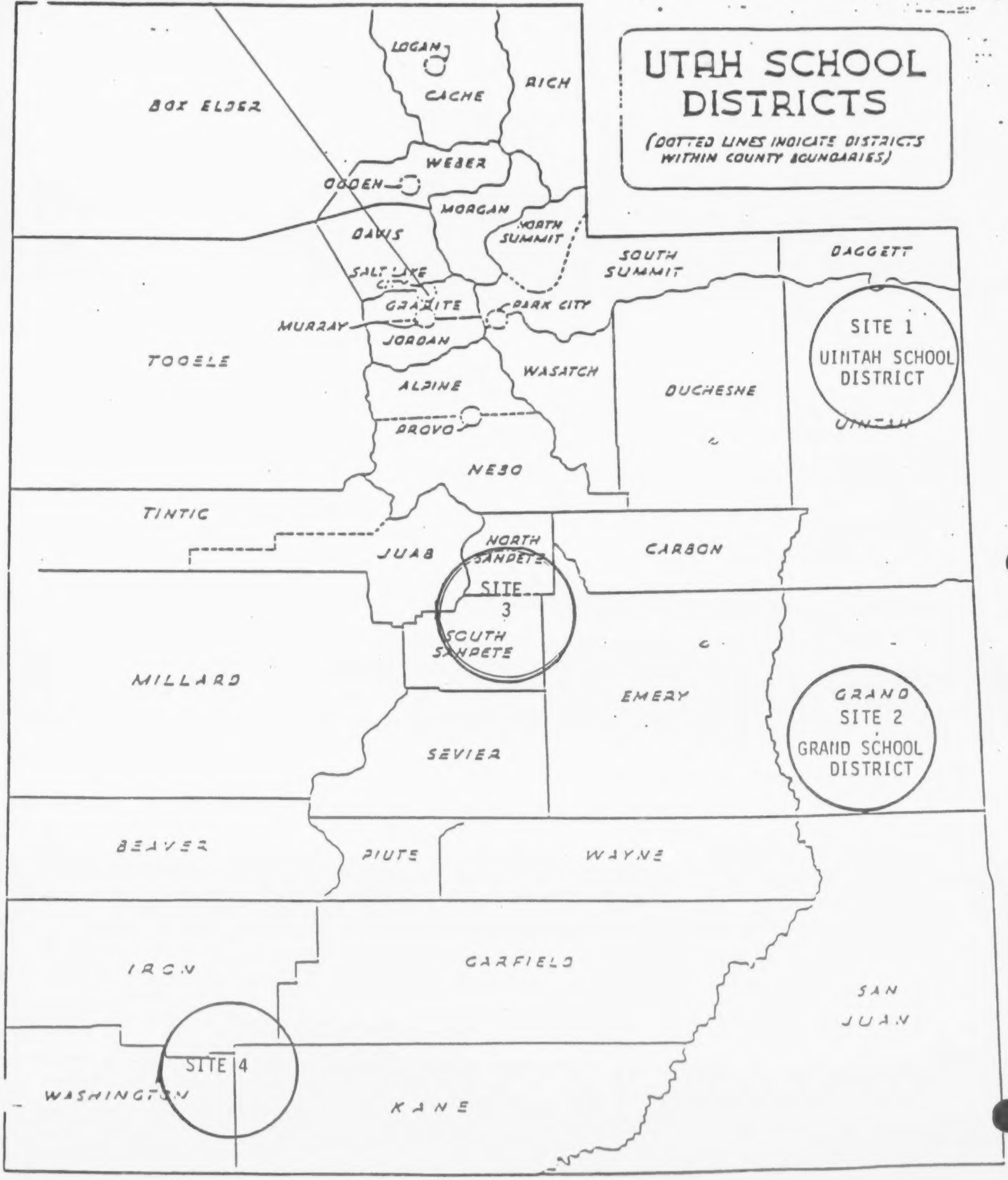
1. recruitment of potential certification candidates. This may included publicizing information about the project through district and community information networks; providing admissions information for interested candidates; facilitating the admissions process for the department in the rural location; providing initial screening information on candidates.

2. teaching and/or facilitating certification courses on-site. These activities include arranging for the class location and time schedule; informing students of relevant course information each quarter, i.e., location, cost, time, ; preparing materials; ordering texts and other needed media; registering students and collecting tuition; class preparation; assisting with and facilitating on location, interactive instructional television course presentations; grading students; and course evaluations.

3. liaison with university project staff. This critical activity include a variety of responsibilities and often is the most difficult to maintain. Phone conferences will be scheduled on a regular basis to facilitate communication. Other interactive technology such as electronic mail and interactive video conferences will be utilized as

Figure 2

SALT LAKE CITY
UNIVERSITY OF UTAH


UTAH SCHOOL DISTRICTS
(DOTTED LINES INDICATE DISTRICTS WITHIN COUNTY BOUNDARIES)
LOGAN
CACHE
RICH
BOX ELDER
WEBER
OGDEN
MORGAN
DAVIS
NORTH SUMMIT
SOUTH SUMMIT
DAGGETT
SALT LAKE CITY
GRANITE
PARK CITY
MURRAY
JORDAN
SITE 1
UINTAH SCHOOL DISTRICT
UINTAH
TOOELE
WASATCH
DUCHESNE
ALPINE
PROVO
NEBO
TINTIC
JUAB
NORTH SANPETE
CARBON
SITE 3
SOUTH SANPETE
MILLARD
EMERY
GRAND
SITE 2
GRAND SCHOOL DISTRICT
SEVIER
BEAVER
PIUTE
WAYNE
IRON
GARFIELD
SAN JUAN
SITE 4
WASHINGTON
KANE

needed. Rural adjunct faculty will come to campus at least once each year for training. Support for this training is built into the grant, but will be provided by the districts and regions in the future. Project staff will also travel to the training sites on a regularly scheduled basis.

This component includes five days of training, prepared by project staff and university faculty, for the rural adjunct instructors. This training is being developed as part of the model project and will focus "how to" teach university courses, supervision, and off campus program management strategies. A review of the adult education literature suggests several kinds of strategies programs can successfully utilize when working with adult learners. This information in addition to specific course content information has been utilized in the training. The instructor's manual for each course and practica will serve as a "teaching guide" for the adjunct faculty following the initial training period.

Component 2. Training manuals and instructional materials

The specialization sequence for certification in the area of moderate and severe mental retardation/multiple handicaps in the Department of Special Education includes five specialization content courses 3 quarter hours each. The program also requires sixteen quarter hours of practicum with students with moderate to severe handicaps. Certification candidates who have limited background and formal instruction in the general area of special education may also need to take additional coursework. Specialization coursework training manuals have been developed for use by the adjunct faculty. Other courses needed by certification candidates will be provided on a contract basis through the Department of Special Education in cooperation with the school districts.

Two basic formats have been used in the structuring of the required courses; 1) course will be taught by rural adjunct faculty on site in the region, and 2) course will be taught by the campus professor over the interactive microwave video network. Special Education 551 (3) Social and Educational Issues in Mental Retardation and Special Education 552 (3) Transdisciplinary Approaches to Education of Severely Handicapped Students will be taught by the adjunct faculty member. Instructional manuals developed for these courses include session outlines, discussion topics, structures for the course assignments, grading procedures, and supplemental readings for the faculty member. These courses when taught on campus tend to be presented in a "lecture/performer" style (Crane, 1980) by instructors who possess a great deal of expertise. For this project these courses were developed as discussion courses, utilizing limited lectures. The instructional role of the adjunct faculty member is that of a facilitator and discussion leader.

A review of the literature describing characteristics of adult learners was used as a foundation in the structuring of these courses (see references). The certification candidates in this rural project are all individuals who are older than the traditional university student, most have college degrees and are currently teaching in other areas. They bring to the learning setting a wealth of background knowledge and experience that researchers suggest needs to be integrated into the new learning experience. These individuals are motivated to learn and are anxious to apply new information. Adult learners also have many demands on their time; family concerns, working environments, social activities, and with rural folks, travel becomes a demand as well.

Activities for these courses focus on relevant content that can be used "tomorrow" in the classroom and/or ways new information and theories can be applied to local rural special education concerns. Assignments were broken down into shorter more applied activities, i.e., weekly study/discussion questions; brief summaries of current articles in mental retardation shared with the class; papers that require descriptions of how information can be applied in current teaching situations, etc.

The interactive video courses will be presented by the on campus professor and facilitated at the site by the adjunct faculty member. The role of the rural instructor in this case becomes more supportive and facilitative. Activities include leading discussions following the "airing" of the campus class, assisting with assignments, grading papers, communicating with on campus instructor, and assisting students in the application of assigned activities in their classrooms.

The sixteen hours of practicum will occur in the certification candidates own classrooms. Because of the shortage of teachers, most of the individuals in this program are working full time in special education classrooms on "letters of authorization" from the State Office of Education. The rural adjunct instructor serves as the practicum supervisor and assists candidates with the application of the certification competencies (see attachment).

Practicum observation procedures are consistent with on campus strategies. A systematic data collection strategy along with a behaviorally anchored rating scale are being used to assist certification candidates in the implementation of new skills. Self evaluations through the use of video tapes will enhance the feedback provided for individuals.

Component 3. Recruitment and selection of local certification candidates

The Department of Special Education has in place a several step admissions procedure that all students must complete. It was necessary that departmental standards for admissions be utilized for rural certification candidates as well. Admissions packets were compiled and distributed to potential applicants. Part of the procedure includes a testing battery for basic competence in language, reading and mathematics. Arrangements for taking the test off campus in the rural regions were made with the university testing center. All candidates will be screened according to departmental standards.

Information about CTER and its goals has been extensively distributed throughout the state utilizing various information networks. The Special Education directors in the Northeast and Southeast regions have been contacted personally by the Project Director. Meetings have been held in each region to describe the program and admissions procedures to interested individuals. Information about the project has been distributed throughout each local school district and through the local news media. An article describing the project was published in the state-wide CSPD Special Educator Newsletter. Approximately thirty people will be involved in the training program as the project begins instructional activities in each region during the summer of 1986.

PART III. EVALUATION PLANS AND CONCLUSIONS

Evaluation data for this project are being collected from several sources. All of the training manuals and instructional materials will be evaluated by the adjunct faculty instructors and the students. Following the

Spring quarter of 1987 this information will be used to revise the materials for implementation in the two other rural regions of the state. Quarterly reviews of program progress will be completed by project staff in the process of examining both the content of the courses, management of the program, and effectiveness of the rural adjunct faculty. This information will be used to provide specific support to each of the rural instructors as they implement the program in each region. Modifications of materials and strategies will be made cooperatively with each instructor as needed. A minimum of one site visit will be made each quarter. Regularly scheduled (monthly) teleconferences will be used to maintain communication and provide support for each of the rural adjunct faculty members.

The training for the rural adjunct faculty will be evaluated immediately following the session and later as strategies and methods are implemented. Training effectiveness data will be supplied by the adjunct faculty and through observation during quarterly reviews by the project staff. The training will be revised based on the data collected during the pilot phase of this project. Following this revision, the training will be presented to the two new adjunct faculty from the remaining regions.

Following the grant period there will be in place procedures and trained rural adjunct faculty to continue certification activities as needed by each region. The Department of Special Education is committed to facilitate this effort on an ongoing basis to assist districts with service for students with moderate and severe handicaps.

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Attachment

Teacher Competencies in the Area of MSMR/MH

COMPETENCIES FOR TEACHER TRAINING PROGRAM IN MODERATE AND SEVERE HANDICAPS

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
1. Effective Service Delivery Models	Each trainee will demonstrate knowledge of effective service delivery models for individuals with moderate and severe handicaps.	a. Summarization of current research on the effectiveness of various service models and formats for infants, youth and adults with severe handicaps in an essay examination. b. Submission of a review of the research in one of the following areas; preschool, educational, vocational, or residential services. This review must (1) define current problem areas, (2) summarize recent research and evaluation reports in each area and (3) draw conclusions and make recommendations for future service development.	Completed as part of course requirements for Sp.Ed. 551 and 533.
2. Advocacy	Each trainee will complete one advocacy project prior to certification. This project must: a. Involve parent or professionals working outside the University, b. Focus on improving access to, or the quality of, community services for individuals with moderate and severe handicaps. This project may include presentations, committee work through advocacy groups, or advocacy for an individual or family.	Indicators of completion are: a. Pre-authorization of project by the trainers' program supervisor, b. Records of contacts and work sessions outlines of work sessions, or outlines of presentations, and c. A written summary of project results including recommendations for future activity.	Completed as part of course requirements for Sp. Ed. 557 and 558

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
3.Knowlede of Professionals and Advocacy Organizations	Each trainee will demonstrate knowledge of professionals and advocacy organizations targeting individuals moderate or severe handicaps.	Summarization of principle mission and activities of each of the following organizations in a essay examination: 1.Association for Retarded Citizens, 2.National Association for Autistic Children, 3.National Cerebral Palsy Association, 4.Council for Exceptional Children, 5.American Association on Mental Deficiency, 6.The Association for Persons with Severe Handicaps.	Completed as part requirements of Sp. Ed. 551
4.State/Federal Regulations	Each trainee will demonstrate knowledge of Utah State and Federal regulations governing evaluation, assessment, placement, due process, and maintenance of confidential records for individuals with moderate to severe handicaps in educational programs.	Completion of an essay examination on the rules and regulations of PL 98-199.	Completed as part of the course requirements for Sp. Ed. 553.
5.Assessment Selection and Administration	Each trainee will select and administer assessment instruments appropriate for development of annual goals and short-term objectives for at least two students with moderate or severe handicaps.	Written report summarizing results of assessment and specifying areas for goal development for each student.	As part of class requirements for Sp. Ed. 553 & 557.

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
6. IEP Development	Each trainee will develop two IEP's for students' with moderate and severe handicaps and participate in IEP meetings. Each IEP must include: a. Statement of current functioning, b. Annual goals specifying conditions, behaviors, and criteria for performance, c. Complete short-term objectives specifying conditions, behaviors, and criteria for performance, d. Strategies of evaluation, and e. Projected timelines for initiating instruction for each annual goal.	a. Pre-authorization of target students by the trainee's university supervisor and cooperating teacher. b. Submission of complete IEP for each student prior to application for certification.	a. As part of course requirements for Sp. Ed. 557 & 558
7. Curriculum Evaluation	Each trainee will complete a written evaluation of curriculum guides designed for use with individuals with moderate or severe handicaps. The focus of the evaluation will reflect the trainee's age level preference (elementary or secondary) and will address the following issues: a. Comprehensiveness of domains and skill sequences, b. Appropriateness of behavioral objectives and task analysis, c. Potential use as an assessment, d. Attention to problems of generalization and maintenance, and e. Adaptability for students with physical handicaps.	Written report submitted to university supervisor.	a. As part of course requirements for Sp Ed. 553.

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
8.Program Development	8.1.Each trainee will develop instructional programs in the following curricular areas: a.Reading/Writing/Spelling, b.Math/Money/Time, c.Self-help, d.Social or leisure-recreation, e.Self-management, 8.1.1 Trainees with an elementary emphasis will develop programs in the following areas: a. Feeding, b. Language/Communitcation, c. Motor Development/Sensory Functions 8.1.2. Trainees with a secondary emphasis will develop programs in each of the following areas: a.Vocational training, b.Community-based personal management, c.Community-based leisure. 8.2 All instructional programs submitted by the trainee will include the following components; a.A complete instructional objectives specifying conditions, behaviors, and criteria, b.Task analysis or instructional sequence, c.Instructional examples, d.Criteria for student movement through program steps, e.Delineation of instructional cues or prompting strategies, correction procedures, and reinforcement, f.Description of program materials, g.Description of instructional settings, and h.Data collection procedures.	Trainees' will submit a complete instructional program for each area to the university supervisor.	As part of course requirements for Sp. Ed. 553, 554, 556, 557, and 558.

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
	8.3 Each trainee will submit instructional programs which utilize at least 6 of the following instructional procedures and programming strategies, a. Increasing prompt hierarchy, b. Decreasing prompt hierarchy, c. Time delay, d. Time advance, e. Cue redundancy, f. Forward chaining, g. Backward chaining, h. Concurrent chaining, or i. Direct instruction sequence and general ease programming.		
9. Program Implementation	Each trainee will implement and report the results of instructional programs that they have developed. Implementation will include: a. Regular implementation of instructional program with students enrolled in the trainee's practicum placement, b. At least 20 consecutive instructional sessions, c. Daily summary of student performance date, d. Appropriate program changes based on student performance data, and e. Evaluation of the effectiveness of instructional techniques and procedures utilized by the trainee.	Submission of written report to university supervisor.	As part of course requirements for Sp. Ed. 553, 554, and 557.

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
10. Instructional Delivery	Each trainee will demonstrate effective instructional delivery in individual, small group, and large group teaching situations. Instructional delivery in each situation should include: a.Sufficient rate of responding for each student, b.Distribution of trials across group members, c.Appropriate provision and fading of assistance, d.Appropriate strategies of behavior management, e.Based on written instructional program.	Instructional delivery will be evaluated by university supervisor. Trainee performance in each instructional group size must be determined appropriate on 3 consecutive observations.	As part of course requirements for Sp. Ed. 557 & 558
11. Scheduling	Each trainee will develop a classroom schedule for a group of 8-12 students. The schedule should; a.Be based on a summary of IEP objectives for all students enrolled in the class, b.Include systematic instruction on IEP goals during each period of the school day, c.Includes student groupings that maximize rate of responding for each scheduled task, d.Maximize available instructional time, and e.Schedule opportunities for aide or peer tutor observations with non-classroom training sites.	Each trainee will submit a copy of classroom schedule to university supervisor. This objective may be completed in assigned practica or or simulation.	As part of course requirements for Sp. Ed. 554 or 557

COMPETENCY AREA	PERFORMANCE OBJECTIVES	INDICATORS	WHEN COMPLETED
	a.Expected outcomes of training and criteria for performance, b.Description of training procedures, c.Description of system for monitoring performance, and d.On-going observations and feedback.		
15.Transition Planning	Each trainee will develop a comprehensive, written plan for the transition of moderately and severely handicapped students to subsequent service environments (i.e. Pre-school to elementary, to middle school; middle school to high school; high school to adult services). The plan should include: a.Delineation of entry requirements or subsequent environments(s), b.Description of needed services or resources for successful functioning, and c.Skills required for successful functioning, d.Timelines and responsibilities for facilitating transaction activities.	The trainee will submit a written plan to the university supervisor.	Completed as part of course requirements for Sp. Ed. 553, 557 and 558

Wednesday, April 23

1;30 - 2:30 pm

PLANNING THE UNPLANNED CONFERENCE FOR PARENTS

Roberta R. Daniels, Ph.D.
Coordinator of Program for Gifted, Talented, and Creative
Arkansas State University
Department of Special Education & Speech Pathology
State University, AR 72467

Ellen R. Elwell, M.S.
Vocational Services Coordinator
Andover, MA 04216

Presentation Prepared for Sixth Annual Rural
Special Education Conference
Tucson, Arizona
April 22-25, 1986

PLANNING THE UNPLANNED CONFERENCE FOR PARENTS

Roberta R. Daniels - Arkansas State University
Ellen R. Elwell - Vocational Services Coordinator, Andover, MA

Constructive parental involvement in the public schools is desired by all. We recognize that the relationship between parents and educators has undergone major transformation in the past twenty years. The time has passed when educators view parents as non-useful contributors in the educational powers. Increasingly parents are viewed as essential members of the educational team; not because laws dictate the partnership, but because professionals in general and special education have found parents to be an asset in solving pressing educational problems. More meaningful parent infolvement is mandatory if we are to have a truly productive educational program for students.

Complexities of teacher's task is no longer a valid excuse to prohibit parent involvement. In fact, it should be viewed as one of many reasons to include parents in the educational proceedings. We will undoubtedly increase our effectiveness as educators if we work in partnership with parents for the amelioration of the child's exceptionality. The overwhelming trend of current research supports parental involvement in many aspects of the instructional powers. This is evidenced by a quote over 13 years ago by Lopate and others in Review of Educational Research.

> Educational research indicates that when parents of school children are involved in the process of education, their children are likely to achieve better. This heightened achievement may be due to the lessening of distance between the goals of the school and goals of the home and to positive changes in teacher's attitudes resulting from the greater sense of accountability when parents of their students are visible in the schools. The child may also achieve better because he has an increased sense of control over his own destiny when he sees his parents actively engaged in decision making in the school.

The research is supported in every area of exceptionality (i.e. favoring parental involvement). For example: Where extensive therapeutic processes were assumed to be too complex for parents have shown great strides for students with a variety of home-school interactions. It has been shown that parents trained in basic speech correction methods were able to significantly improve their child's speech patterns. Similar findings involve: M.R., physically and neurologically impaired, emotionally disturbed, learning disabled, and gifted.

It becomes evident that our program efforts may succeed only to the extent that parental support and cooperation exists and if more than 90% of all school districts have conferences with parents. Skill and competency development are important. In order to make sure this happens, communication skills must be developed and parents must be accepted as partners. There are several factors involved which influence the success of conferencing with parents; all of which include:

- joint attendance of both parents
- preplanning of the conference
- good listening skills
- recording essential data
- summary of conference session
- questions (clarifying and types)
- evaluation (formal or informal)

The type of parental involvement is important. Decide if it is for behavior modification or involvement in instructional process, etc. Key issues are important in both. For example in behavior modification basic principles must be made clear:

- reinforcement is fundamental to all learning.
- reinforcement must be scheduled in a systematic way.
- reinforcement is effective only when it can be applied to specific observable behaviors.
- reinforcement of desired behavior to extinguish misbehavior
- reinforcement is contingent upon the child's perception of its effectiveness and the child's maturity.
- success is contingent upon the individual's desire to control their own behavior.

Parents and children must know that is expected of them. The degree of general or specific procedures will depend upon individuals. Follow up is required in the behavior modification process. Parental sincerity and adaptability are crucial factors.

Instructional involvement is another type of direct intervention which involves parental cooperation. It involves both school and home and formal and informal methods.

In School

- paraprofessional
- observations (structured and non structured) directed provides modeling opportunity

At Home

- encouragement of learning (positive interest)
- involvement with homework (quality work)

Enough background - Now to specifics. How do we build trust?

Sharing

Taking risks

Establishing clear expectations

Provide feedback and reinforcement

Two major types of conferences we are involved in. We must be prepared for both.

Planned and Unplanned

Format

Planned		Unplanned
yes	Family and school background info.	maybe
yes	Assessment information	maybe
most likely	Goals & expectations of parent for child	maybe
yes	Purpose of conference	no
yes	Opportunity for questions	no
yes	Discussion of assessment procedures	no
yes	Restatement of needs or plans	no
yes	Classroom/school schedules	no
yes	School philosophy	no
yes	Specified academic procedures discussed	no
yes	Related services	no
yes	Evaluation procedures	no

Obviously planned conferences would be our preference, however we must be prepared to contend with and interact with parents at times other than during scheduled (preplanned) sessions. Specific types of unplanned conferences with parents maybe: telephone, non-educational settings, emotionally over wrought (shock, guilt, frustrated, grief), angry, garrulous, and during class time. Specific strategies we might develop for unplanned conference in order to enhance success might be as noted below:

1. Be able to assess their own beliefs and feelings about parents and unplanned interactions they usually are more adapt at dealing with them.
2. We must be able to accept parents as having a facilitating role in the child's growth and development and being worthy of cooperative involvement for the child's benefit.
3. Planned changes can occur through assistance of parents. They need to be exposed to appropriate conditions and contingencies and that we can engineer and effect such changes.
4. Be able to redirect unplanned conferences through structure and guidance. i.e., be able to express emotions and perceptions truthfully - to be able to reschedule.
5. Provide structure for the unplanned conference. Provide written guidelines for when unscheduled meetings are permitted (e.g., "drop in" sessions, calls at home or school, hours available). Structure needed here just like for IEP's.
6. Effective communication skills necessary. Unscheduled conferences are likely to have a disproportionate number of angry, guilty, or discomposed parents so - we must

be prepared to employ appropriate communication skills. e.g., verbal and non-verbal signals (value their perceptions - even if we disagree), address conflict directly - in order to turn it into a joint problem solving session.

7. Anticipate and plan for unscheduled conferences.
    - maintain up to date files on all students
    - ready access to local agencies
    - structured guidelines on how parents can assist students at home
    - being familiar with conflict resolution strategies

In order to strengthen or enhance encounters with parents we must address not only the needs of parents, but their strengths as well. We must rely on and utilize parents as experts to serve on curriculum committees, parent advisory boards, fund raising activities, and to develop parent to parent programs. We must keep in mind, we are all interested in the welfare of the exceptional children and youth. We must work together to achieve the highest levels of performance.

Wednesday, April 23

1:30 - 2:30 pm

John Stellern
University of Wyoming
Box 3374
Laramie, WY 82071

QUALITY INSERVICE TRAINING FOR RURAL EDUCATORS: A FUNCTIONAL ALTERNATIVE

Target Audience: Teachers, Administrators, University Faculty, State Department Personnel.

Providing quality inservice training for teachers and administrators from very low population density areas has always been a major concern. In the spring of 1977, the Special Education faculty members at the University of Wyoming decided to directly address the issue.

Working jointly with the SDE, it was determined that a large number of Wyoming public school teachers were in need of a survey course in special education for re-certification purposes. Such a course was designed, and extensive efforts were begun to recruit and train potential instructors.

During the summer of 1977, fourteen potential instructors were selected from Wyoming school districts, brought to the UW campus for eight weeks, and subjected to a rigorous training program. At the conclusion of those eight weeks, eight potential trainers met criteria mutually established by us and the SDE for Probational Course Instructor status.

Each probationally endorsed instructor taught a survey course in special education in a selected rural Wyoming setting during the fall semester of 1977. Students in those classes, University faculty, and SDE personnel evaluated all instructors. Six of the eight instructors who taught the course in the fall of 1977 were endorsed as Extension Course Instructors for the spring of 1978.

For the past seven years, this system has grown to include eleven instructors endorsed to offer University graduate credit covering a variety of courses for both the regular and special educator. Monitoring and evaluation of instruction continues to be a joint University and SDE effort. Feedback from students in these courses continues to be excellent.

Our intent for the 1986 ACRES conference is to share step-by-step methodology for establishing a high quality statewide inservice effort directed to rural areas, systems for monitoring and evaluating these efforts, and strategies designed to continually upgrade instructional offerings. Emphasis will be placed on statewide inservice coverage and SDE/University cooperation.

CONCURRENT SESSIONS
WEDNESDAY, APRIL 23

2:40 - 3:40 PM

Coeur d'Alene Public Schools

Pat Pickens, Linda Knowles, Julie Green
Coeur d'Alene SD #271
311 North 10th
Coeur d'Alene, ID 83814

SCHOOL DISTRICT NO. 271

ADMINISTRATIVE CENTER
311 N. 10th Street
Coeur d'Alene, Idaho 83814
Phone (208) 664-8241

ABSTRACT OF PROPOSED PRESENTATION

Approaches To Secondary Transition in Rural Areas

The delivery of appropriate service to severely handicapped students as they make the transition from school to adult life has been identified as a major program goal by the Office of Special Education Programs in Washington, D.C. (Will, 198a).

The purpose of this presentation is to provide information on a community-based model designed to provide transition services for the mildly, moderately and severely handicapped individuals. The model prepares students to leave the school setting and enter the community work environment of rural North Idaho. Critical components of this program include:

a) community-based work experience
b) community-based instruction
c) social skills training
d) employability skills training
e) parent involvement
f) social/sexual awareness classes
g) peer-age tutoring program

This program was selected by the Idaho State Department of Special Education in 1985, as the Exemplary Secondary Special Education Program for the state and is used as a model demonstration site.

An overview of the transition model, program goals and objectives will be provided. Presentations will focus on a variety of curricular processes utilized for school and community integration of high school level handicapped students. Procedures manuals, developed in response to requests from program visitors, will provide an outline and explanation of the model's structure.

Part of the session will address development of programs for the moderate to severely handicapped student population and will include a discussion of age-appropriate programs, community-based instruction, peer-age tutors, individualized instruction and parental involvement necessary for support of program design and implementation.

The second part of the presentation will address vocational issues and strategies pertinent to mildly handicapped learners. Emphasis will be placed on classroom objectives, activities and their relevance to work experience, assessment procedures and application, development and maintenance of community work placements, interagency and employer involvement and transition to post-secondary vocational programs.

Wednesday, April 23

2:40 - 3:40 pm

Presentors: Bernice Epstein R.N., M.S.N.
Cooperative Extension Service
Family and Consumer Resources
University of Arizona
Tucson, Arizona 85721

TITLE: INSTANT HEALTH INFO: The Telephone Connection

It is not an overstatement to declare that the residents of rural Arizona have more health problems and fewer resources to meet their needs than do those who reside in urban areas. Surveys showed that rural infant mortality rate was almost 50% higher than for urban areas. Also, rural Arizona has a higher accidental death rate, especially in motor vehicles, many of which are alcohol-related.

Rural families also have more socio-economic problems; ten of the twelve rural Arizona counties have been shown to have a greater percent of their populations living in poverty than is true for the state as a whole.

Portions of all of Arizona's twelve rural counties have been classified as medically underserved areas by both federal and state designation. In addition to the dearth of the health manpower, rural Arizona lacks certain health care facilities and other services taken for granted in urban areas.

It was to respond to some of these needs that the Extension Service began its INSTANT HEALTH INFO PROGRAM: statewide toll free telephone access to more than 350 brief (3 to 5 minutes) pre-recorded tapes on a wide range of health and safety topics. In addition to Extension Service funds, major financial support cam from the Flinn Foundation with some assistance from the Arizona Department of Health Services and the Western Health Systems Agency. The purpose was to demonstrate that a free telephone service was a cost effective and efficient way for rural Arizona residents to access health information.

The goals of Instant Health Info were to have users be more knowledgeable, be better able to discuss problems with health providers, reduce health and safety hazards, recognize early warning signs of illness, and be more self-sufficient in home care.

To measure the degree to which these objectives were met, a randomized telephone survey of users and non-users was conducted. Significantly more users were younger in age and came from lower-income families than non-users. The majority of the sample of respondents were female. Only small differences existed between users and non-users in reported accessibility to and use of medical services.

The respondents were almost evenly divided between urban and rural residents. In actual calls made to the service, however, the usage by rural residents was much more dramatic. Although rural residents account for only one fourth of the state's population they made two thirds of all calls to the program. In gross numbers these calls totalled almost 50,000 in the two years the program operated.

The majority of respondents (75%) reported using the service in connection with a personal or friend's health concern. Another 25% were simply curious. Overall, 89% of the users were satisfied with the informational content of the tapes. As would be expected, satisfaction was greater for those who used the service frequently. Of those who were dissatisfied, the predominant opinion was that the tapes didn't contain enough information.

There was overwhelming agreement (98%) that the taped information was either very or moderately helpful. Those who had used the service most frequently were the most positive in their rating.

Respondents were almost evenly divided in reporting whether they did anything differently after hearing and IHI tape. Differences were a function of the number of times respondents reported using the service. Respondents who had used IHI three or more times were most likely to report changing their behavior. Of those who reported no changed behavior, the largest percent had called only once. These differences were statistically significant.

Among respondents who reported changing their behavior, most frequently mentioned was that they took some preventive action. The most frequently cited changes concerned aspects of child care and lifestyle changes such as: increased exercise; lowered salt, cholesterol, sugar, and/or caloric intake; quit or cut down smoking; and used sun screen lotions. Other actions were as diverse as "bought a smoke alarm," "had a lung capacity test," and "got rid of our cat."

Even where no changes were specified, respondents frequently commented that the information eased their mind or confirmed their present actions as correct. Voluntary comments were almost all highly positive, but weren't analyzed.

While the program intent was not to have the tapes take the place of a medical visit, it is apparent from the survey data that the increased knowledge gained from the tapes encouraged respondents to modify their health behavior in this regard. Of those who reported a change, 17% went to a doctor sooner than planned - indicating perhaps the recognition of a possible early warning sign of illness. Fourteen percent reported they were more confident to treat minor illnesses or accidents at home with self-care. Another 16% felt more prepared to discuss their health concerns with health providers.

Some of the features of the IHI program which made it attractive to callers were that the tapes were available in the evenings and for ten hours on weekends, the library included many health-related subjects such as child development, food safety, and family concerns including coping with stress, grief and dying. Eighteen of the tapes met the needs of children age 3-12 while others dealt with the concerns of adolescents in the areas of drugs, rape, contraceptives and depression. These tapes consistently were among the most requested of all the tapes, surpassed only by one on weight control.

In order to increase usage of the service beyond what was available with free publicity, seven paid promotional methods were implemented in rural Arizona over a two year period of time. (Figure 1) Promotions were targeted to one county at a time and only made in rural areas. Analysis of data indicate that the most effective ways to increase usage of the service were to get a brochure/directory into the home through newspaper inserts, mail or especially by distribution at school. Least effective were newspaper advertisements which instructed readers to call for a free directory. As a rule, counties with the lowest prior use showed the greatest gain from the promotion. (Figure 2)

Newspaper promotions done on Tuesdays led to a greater response than promotions done on any other day. (Figure 3)

Tuesdays may have been more productive than Wednesdays for newspaper promotion because of certain behaviors exhibited by women. Women are known to use health services more often than men. They also are most likely to manage household budgets and do the major food shopping. In Arizona weekly grocery store ads run on Wednesdays. It is possible that Wednesday's food ads were of greater concern to women than health promotion but on Tuesday with no food ad competition, women were more ready to respond to the health promotion in larger numbers.

The costs of all promotional activities ranged from zero, when print space was donated, to 9.6 cents per unit delivered. The cost per new call, i.e.each call above the base rate plus a margin for error, ranged from zero to $4.56 with an average of $1.04 (Figure 4). Compared to paid promotion, free publicity was not found to be as effective a way to generate a response.

An abbreviated version of IHI is being implemented in the two major metro areas of Phoenix and Tucson. Three fourths of Arizona's population live in these cities. The program name has been changed to "Dial Extension". Half of the tapes are the most requested of the IHI tapes plus some brand new topics. The other half of the tape library is made up of home, family and gardening messages. The service is free to callers in the two urban areas but outside callers must pay the toll costs. One new highlight will be the "Health Tape of the Month" which facilitates the rapid dissemination of topical information.

In addition to rural residents, other special populations were considered in the planning of the program although lack of funding precluded most of the adaptations needed to facilitate their access. One successful modification for the blind was made possible by Arizona Books for the Blind who made 40 braille copies of the IHI directory. It took 24 pages of braille for each copy. These pages were covered and bound and distributed to every major library in the state. The program only paid for the duplication and binding costs, all the other services were contributed by volunteers. Had funding for the program continued, the Arizona State Library for the Blind and Physically Handicapped would have made a master tape of the IHI brochure, listing first the categories of tapes and then the titles in each category. This tape would then be reproduced and given to the visually and physically handicapped whose hands could not hold or open a regular brochure. Using tone indexing, listeners would be able to fastforward the audio tape to the category of choice. They then could access IHI with their requests as any other caller did.

Serving the hearing impaired was another plan which never was implemented but could have been without too much additional cost.

Based on a 1981 Handicapped Needs Assessment by the Maricopa County Community College District, Arizona has 207,645 deaf and hearing imparied individuals. The Arizona Council for the Deaf estimates that there are more than 2,000 deaf who already own TTY or TDD telecommunication devices for the deaf. These machines permit the deaf to communicate with each other but with almost no one else. This special population is desperately hungry to access the "mainstream" world but such entry is often blocked because of their disability. To overcome this problem it was planned that fifty of the most requested IHI tapes would be transcribed onto a separate set of audio cassettes with pulsated sounds of the message text instead of a voice. These pulsations would be transmitted over the telephone, from the TDD in the IHI center to the TDD in client's home. There, the message text would be printed on the TDD viewing screen or paper feed. A special listing of the available tapes would be sent to each person who had or was considering the purchase of a TDD. They could then call the special WATS line set up for this purpose. When the program operators received a call on this line, they would know to use the special TDD tapes.

Replication of the IHI telephone program is feasible for special populations within or among states. Start up costs consist primarily of preparing scripts and recording the information on cassette tapes. Tape recorders of sufficient high quality to play the tapes over the telephone cost about $100 per machine. The most significant item is the cost of the wide-area telephone service or WATS line.

Before the American Telephone and Telegraph Company was mandated to divest itself of certain services the two statewide WATS lines used by IHI cost approximately $1500 per month. The telephone charges were based on a flat rate for 175 hours of usage per month. Additional hours of use cost $4/hour. After the break up of AT&T the flat rate was cancelled and an hourly rate was instituted. As a result the program telephone costs more than doubled. The more people called, the higher the phone bill. In other words, the program could not afford its success.

Recently, some of the alternate telephone systems have initiated special intrastate WATS rates which may be more reasonable.

Even with the acute rise in the cost of the telephone service IHI still was a cost-effective way to get health and safety information to a large number of people. Excluding in-kind donations, primarily of time, the out-of-pocket cost was about two dollars per call.

If a more limited audience than the general public is targeted the costs might differ considerably. Certainly, promotional costs should be less since many of the potential users may be already identified and could be reached by direct mail. Funding sources often times are available for demonstration programs. Once the feasibility has been proved the problem of continued funding is trickier. It might be appropriate for several different programs to pool their resources and sponsor one telephone line into a central office for recorded information on diverse topics. In other parts of the country similar systems appear to have worked well. Opportunities for people to access sports and similar information or to record their votes for or against a particular issue and have the cost charged to their own telephone bills are already available nationally. It is expected that this feature will be available in Arizona within the next few years.

Sociologists and other futurists have documented that we are already well into the "information age." While newer technologies eventually may overcome the use of telephones it is still an almost universally available and reasonably affordable tool to provide accurate information in a timely and confidential manner to target audiences of any size for any purpose.

Extension Home Economics

INSTANT HEALTH INFO: The Telephone Connection

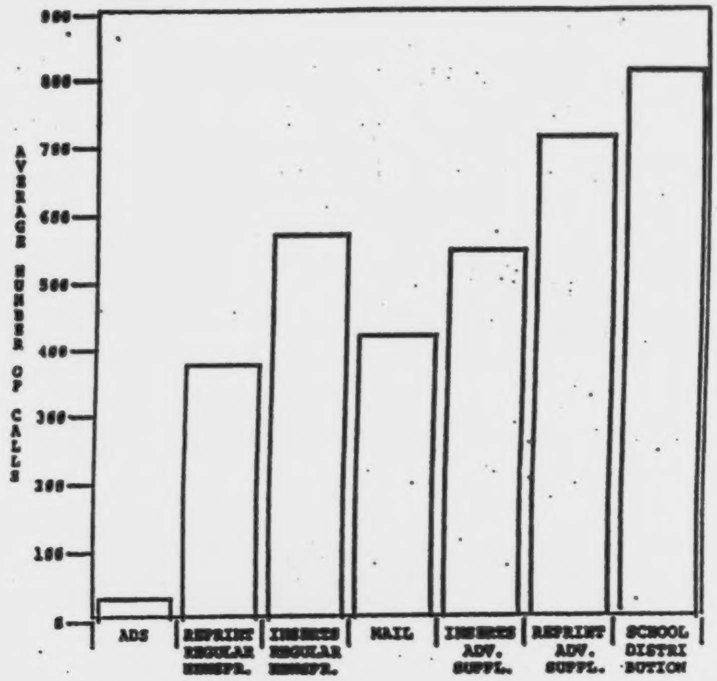

FIGURE 1- EFFECTS OF DIFFERENT TYPES OF PROMOTION

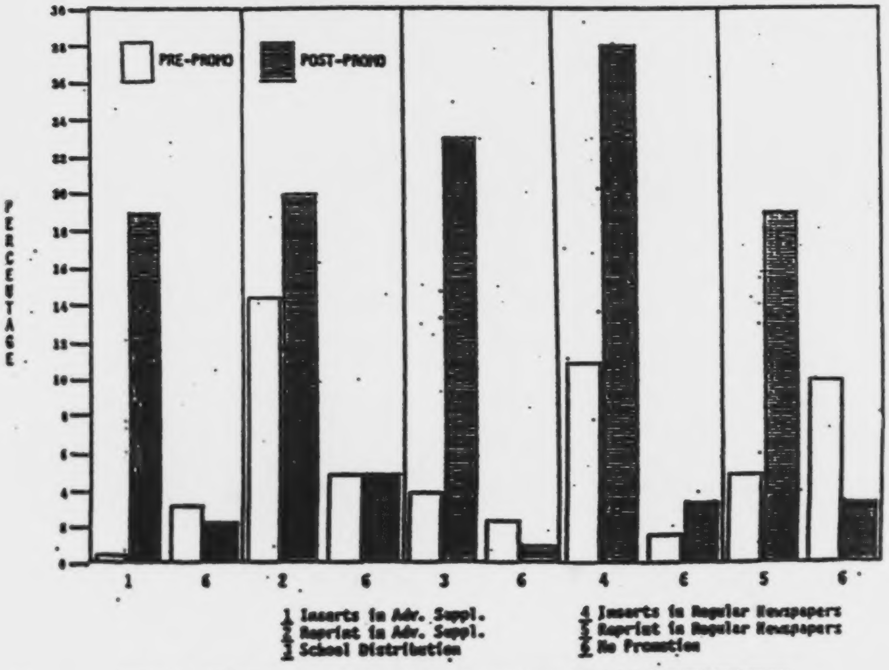

FIGURE 2 - USAGE BY COUNTIES OF COMPARABLE POPULATION WITH AND WITHOUT DIFFERENT TYPES OF PROMOTION

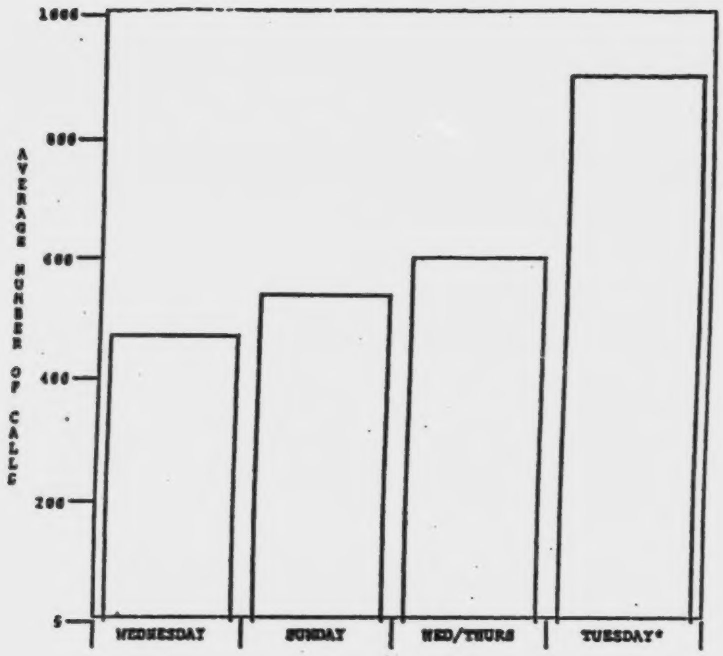

FIGURE 3 - RESPONSE BY DAY OF WEEK OF PROMOTION

* P = <.05

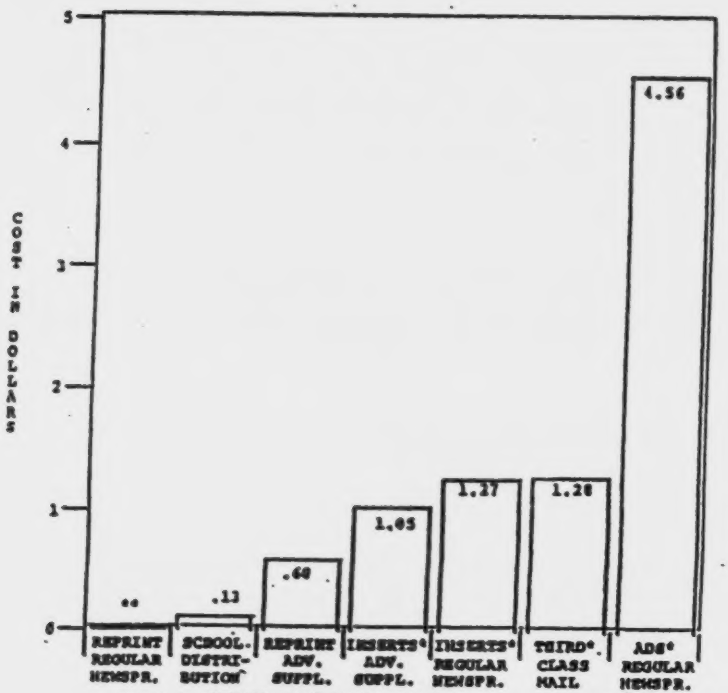

FIGURE 4 - AVERAGE COST/NEW CALL BY TYPE

* P = <.01
** Zero

Presentors: Dr. Michael P. Wolfe
Director, Center for Teacher Educati
SUNY Plattsburgh
Plattsburgh, New York 12901

Dr. Barbara McConville
Associate Professor, Special Educati
SUNY Plattsburgh
Plattsburgh, New York 12901

Wednesday, April 23

2:40-3:40 pm

TITLE: Rural Special Education Preservice Field Experiences

Rural and small-town life connotes more than any Census Bureau definition could possibly suggest. In a now famous interview with a prominent magazine, the Mayor of the City of New York described the typical upstate New Yorker as "Pa" in his bib overalls and "Ma" in her calico dress riding in their pick-up truck to a nearby general store.

While that picture might depict an occasional glimpse of life in rural New York, it certainly is far from typical. Particularly, in those states which are dominated by urban populations, such as New York, the word "rural" is thought of as synonymous with "abject poor"; conjuring up images of postcard landscapes peopled by pleasant, but bittersweet remnants of the 1930s.

This cavalier attitude toward rural and small-town New York reflects a lack of appreciation for and sensitivity to the rural atmosphere.

It is the purpose of this paper to describe the reality of the North Country area of New York State and explain how a rural-located unit of the state university system, the State University of New York at Plattsburgh, prepares prospective teachers to meet the unique needs of this area through its Rural Special Education Teacher Training Program.

Characteristics of the Region: The North Country

The four-county area of Clinton-Essex-Warren-Washington is large (4,568 square miles) but sparsely populated, having a population density of 49 people per square mile, one sixth that of New York State, even excluding New York City. The four-county area is situated in the northeast corner of the Adirondack Park (roughly six million acres of state and privately owned land), in which land use and development is highly restricted. The population is predominately white (98%) with a median age of 29.3.

Virtually every study or analysis of the region has pointed to the severely economically depressed nature of the area, which has the second lowest per capita income in the State. The 1984 Lake Champlain-Lake George Economic Development-Regional Planning Board Report pointed out the problems confronting the region.

1. a surplus of unskilled labor
2. highly seasonable employment opportunities
3. a declining number of operating farms and limited farm employment opportunities
4. inadequate highway, rail, and air transportation

5. water pollution
6. inadequate cultural facilities and opportunities
7. an insufficient supply of developed industrial sites
8. high transportation costs, which contributed to a high cost of living
9. inadequate opportunity for post-baccalaureate education in the area (besides SUNY Plattsburgh, there are two small community colleges, Empire State College, a satellite unit of SUNY, and a small, private 2-year college.)

A map of the four-county North Country area is appended to this paper.

High unemployment, an unskilled labor force, and few employment opportunities for those entering the labor force characterize the region. The four-county area has had an average unemployment rate of over 11% for the past three years, nearly 50% higher than either the statewide or national average for the same period of time (U.S. Dept. of Labor, 1984). The annual youth unemployment rate in the North Country runs at 33%. The per capita income of the region ($5,483) is only 61% of that of New York State and 62% of the national per capita income (1980 Census). Roughly 27% of the families within the region have an annual income below $10,000, and nearly 14% live below the poverty level. Social Security income is received by over 31% of the population, a rate two and a half times the statewide rate, and 18% of the population subsists on public assistance, a rate four and a half times the statewide average excluding New York City (NYS Dept. of Commerce, 1984). In addition to these dismal economic statistics, the population must contend with a climate which necessitates that homes be heated eight months a year, a high rate of substandard housing, and a considerable distance to travel for basic commodities and health care facilities.

A 1980 SUNY Plattsburgh Upward Bound Program Survey revealed that 40% of the region's high school students lived below the low-income guidelines for the U.S. Department of Education's TRIO programs, and that 85% of these area high school students came from homes where neither parent had earned a baccalaureate degree. Of the population over the age of 25 within Clinton County, nearly 64% have received a high school diploma. The average number of high school students accepted into post-secondary institutions consistently averages around 56%, while only 22.5% of high school graduates from low-income families go on to some form of higher education.

Located in the center of the service area, the State University and BOCES (Board of Cooperative Educational Services) are within 60 miles of 39 small rural school districts. The New York Legislative Commission on Rural Resources (1985) identifies the Clinton-Essex-Warren-Washington County area of New York as suffering from a list of woes:

- Lack of availability of quality teaching personnel due to low salaries
- Limited programs and staff
- Insufficient career guidance for students
- Problems presented by geographic isolation of large numbers of the rural population
- Limited summer education
- Lack of state-of-the-art communications technology

These regional characteristics provide the setting for the field-based special education program at SUNY Plattsburgh.

Field-Based Experiences in Teacher Education

In the last fifteen years the goals of the field-based teacher education programs have changed significantly. The earliest stated goals pointed toward: socializing the prospective teacher into the school environment, improving the cognitive and affective performance of students, providing students with early field experiences to allow teacher education students to make more informed career choices, and to improve the students success in student teaching. Such goal statements tended to view the student in the passive role, as someone on which the institutions are acting. Research assessing the achievement of such goals has shown the meagerness of teacher training institutions' success.

As Zeichner (1980) points out in his review of the research, teacher education programs have not created significant changes in the pre-service teacher's perceptions of education. It instead indicates that the cooperating classroom teacher's attitude prevails over the attitudes of the students s/he supervises. Field-based experiences seem to entail a complicated set of both positive and negative consequences that are subtle in nature and are not under the complete control of the school nor the institution of higher education.

As the field-based movement has developed there has been a significant shift toward: assessing the student's performance as a potential teacher, providing situations in which the student can practice and develop teaching skills (Elliot and Mays, 1979), and increasing students' confidence in student teaching. The clearest results of research on field-based programs comes from student survey data which shows that graduates of field-based programs rate themselves significantly higher than do graduates of campus-based programs. Perhaps recent success results from a clearer understanding of the purposes of the field-based experience.

Two recent publications seem to have focused themselves on such purposes. First, The National Commission for Excellence in Teacher Education (1985) states that the list of goals for the professional education of teachers should include:

1. Teaching students how to select appropriate content and concepts.
2. Teaching students to understand how children think and learn.
3. Teaching students to use a variety of teaching strategies.
4. Allowing students to observe and analyze the performance of a variety of children.
5. Giving students an understanding of how technology can be integrated into practice ensuring the development of higher order thinking, problem solving, conceptual and social learning.
6. Providing the student an understanding of the conceptual relationships of ideas and facts they learn in their advanced academic courses.
7. Permitting the student to participate in detailed analysis and criticism of their own and their peer's teaching.

Of these goals, at least the last five can best be accomplished in a field-based setting. The first two reflect foundations elements which can be introduced in the college classroom and then applied in the field setting. A second source, Guidelines for Field-Based Experiences (AACTE, 1983), suggests that field-based experiences should:

1. Be carefully designed and supervised moving through stages of increasing responsibility.
2. Allow prospective teachers to observe and practice instructional theory in environments which facilitate early feedback, evaluation, and modification.

The remainder of this paper will illustrate how these goals are being implemented in a field-based special education program at SUNY Plattsburgh

Field-Based Special Education Program, SUNY Plattsburgh

Preservice preparation for teacher education candidates in special education at SUNY Plattsburgh generally focuses its field training in a sixty-five mile radius, utilizing approximately eight school districts therein for practicum sites. Each of these school systems is affiliated with the nineteen-member regional collaborative of school districts, BOCES (Board of Cooperative Educational Services for Clinton, Essex, Warren, and Washington Counties). Each field experience is designed specifically to enhance the on-campus coursework and is monitored by university supervisors. The sites are selected to meet unique needs of students and to acquaint students with the unique features of the North Country schools and communities.

The first practicum--a three credit experience with the normal progress learner--occurs within a thirty mile radius of campus. A subsequent field experience with mentally retarded/developmentally disabled adults occurs within twenty-five miles of campus, while the first special education six credit practicum experiences consists of placements within a sixty-five mile radius of campus. Finally, the student teaching placement (twelve credits) is arranged most frequently in an area 100 miles from campus.

Supervision of preservice students in all special education settings is the responsibility of Special Education faculty, with the exception of the student teaching experience. All teacher education students are supervised by off campus or part-time supervisors.

Program Advantages and Disadvantages

Competencies and curriculum components which are included in the SUNY Plattsburgh special education teacher preparatory program reflect some of the enhancements as well as the limitations of Rural Special Education Teacher Training Programs as identified by Marrs (1984).

Specifically, SUNY Plattsburgh's rural-focused training consists of course-related content and experiences in the following areas described as program strengths.

- student knowledge of advocacy groups regionally, statewide, and nationally
- student knowledge of rural community services offered by private and public agencies
- student knowledge of skills and arrangements necessary for independent and semi-independent living
- student commitment to parent advocacy
- program involvement in recruitment opportunities

- program utilization of adjunct instructors from area agencies and public schools
- student knowledge of working with rural families
- student experiential training (on-site work, informal collaborations with personnel)
- program inclusion of field personnel in skill analyses of students
- student knowledge of regional collaborative delivery services, itinerant services, and a service delivery model for rural handicapped students, particularly those with low incidence handicaps
- student knowledge of rural cultures, norms, mores, including socially acceptable behavior
- program emphasis on generic skills for special education personnel
- student experiences in management of certified and noncertified aides assigned to special education settings
- student knowledge of leadership skills and strategies in the process of change
- student knowledge of transportation limitations
- student experiences with extended families
- student development of annotated bibliographies for resources (human, technological, material)
- student knowledge of support systems and mentors in rural school systems and communities
- student knowledge of proposal development to management for improvement in services

It is clear that numerous unique problems also affect this special education teacher preparatory program.

- student housing in off-campus locations
- sufficient number of practicum sites
- distances of field sites from campus and from each other
- other course responsibilities of students during practicum
- transportation for students
- indistinguishable curriculum for urban and rural settings
- supervision by faculty
- broad geographic area encompassing field site availability
- multiple responsibilities of faculty

Future Directions

Various studies supported by the U.S. Office of Special Education Programs (SEP) have generated data describing numerous issues relating to rural special education service delivery. Based on analyses of these studies, a comprehensive literature review, dialogue with state policymakers, and collaboration with regional peer professionals, the special education teacher preparatory program at SUNY Plattsburgh will continue the processes of developing a quality preservice model, committed to training competent future special educators who can work meaningfully and successfully with handicapped students in rural environments.

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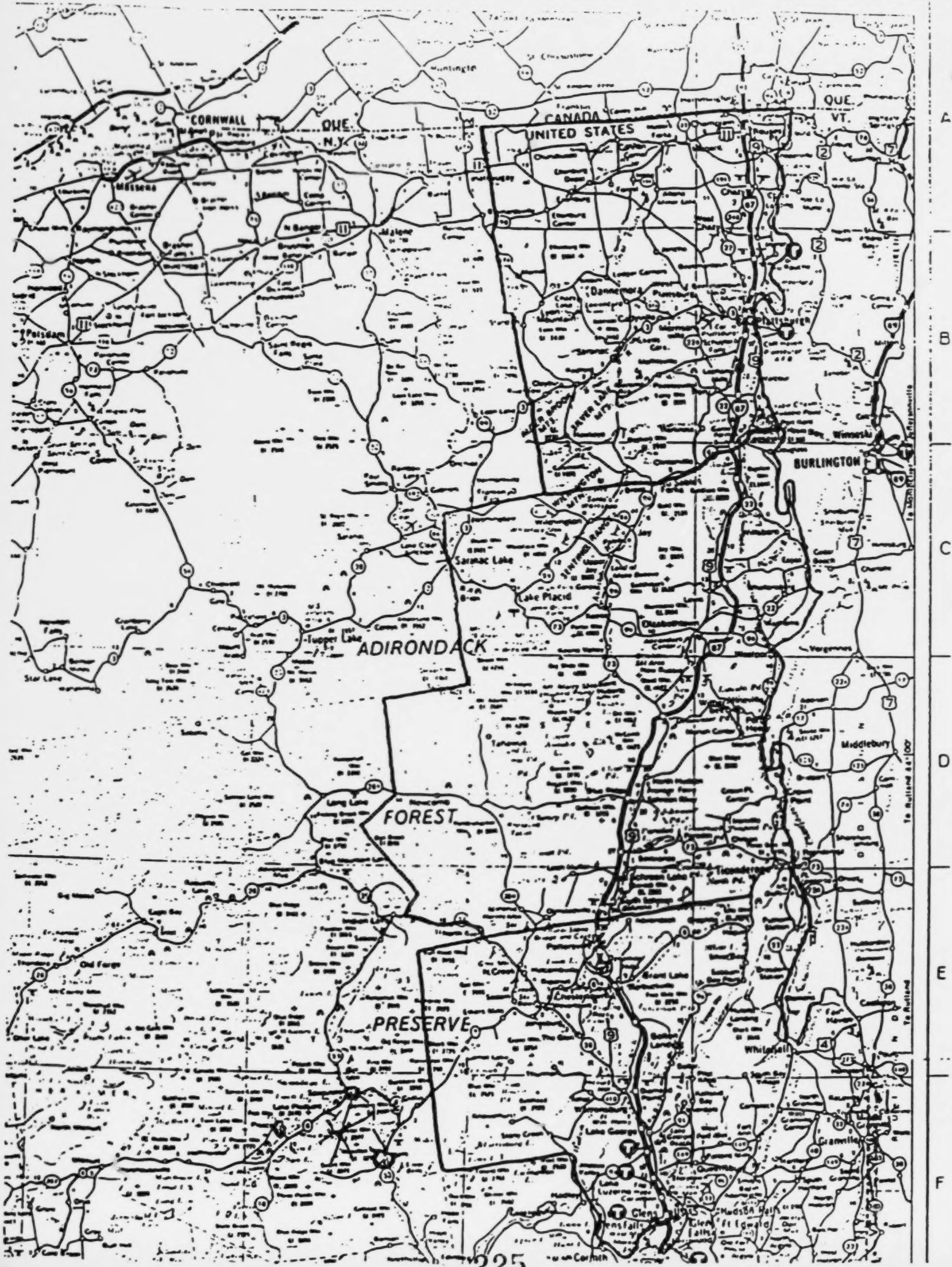
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Old Forge
PRESERVE
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Wednesday, April 23

2:40 - 3:40 pm

Visual Problems in the Developmentally Disabled (D.D.):

As a teacher/educator, what do I do?

Landa J. Iverson, Ph.D.
Acting Assistant Superintendent
at Grafton State School/San Haven, North Dakota and
Adjunct Professor, University of North Dakota

and

Kimberly Marion, B.S.W./L.
Unit Director at Grafton State School/San Haven, North Dakota

Proposal For:

Acres Sixth Annual National Rural Special Education Conference

Abstract

Visual problems are a major problem in the majority of developmentally disabled (D.D.) children. Oftentimes, the visual functioning is overlooked and ignored. As with other handicapping conditions, the functional vision of the child may be impaired as a result of a multi-handicapping condition or prescribed medications. More serious conditions cause Low Vision problems that can greatly impair the child's learning capabilities and success.

As all educators in the rural area know, the accessibility to professional vision specialists is very limited. In the state of North Dakota, we have approximately (6) vision specialists that meet certification. Many counties are without these services. The handicapped students suffer or are usually classified into another diagnostic category, still without services.

This session will give generic special education teachers some solid information as to how they can accomodate the visually impaired child. It will also give the teachers "clues" to a visual deficit that is undiagnosed.

This presentation will explore some of the common causes of low-vision in children who are developmentally disabled. It will also include those high-incidence conditions that many D.D. children have that the Special Education teacher may be unaware the condition exists. Early detection techniques for teachers will be presented along with referral processes.

For the more common conditions with children who are mentally retarded, epileptic, deaf-blind, and cerebral palsy, teaching approaches will be shared. Low Vision Aids and Equipment will also be demonstrated.

By gaining knowledge in such a high-demand specialty area, these rural teachers will be able to contribute to the system and the children in it, in a more effective manner. Everyone benefits.

Wednesday, April 23
2:40 - 3:40 pm

CHARACTERS IN LITERATURE PROVIDE ROLE MODELS FOR RURAL GIFTED AND TALENTED YOUTH

Roberta R. Daniels, Ph.D.

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State University, AR 72467

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Presentation prepared for Sixth Annual Rural

Special Education Conference

Tucson, Arizona

April 22-25, 1986

CHARACTERS IN LITERATURE PROVIDE ROLE MODELS FOR RURAL GIFTED AND TALENTED YOUTH.

Students in rural areas need role models too! Opportunities for gifted students to interact with appropriate gifted role models may be severly limited when compared to the abundance of opportunities available to urban area students. A viable plan to provide appropriate role models for gifted students is to utilize characters in existing literature. The characters of Tony Isadors in Who Really Killed Cock Robin, Claudia Kincaid from The Mixed-Up Files of Mrs. Basil F. Frankweiler, Leroy Brown from Encyclopedia Brown, and Jessie Oliver Aarons, Jr. in Bridge to Terabithia provide differing types of role models for the gifted.

Many of the characters portrayed in the literature provide positive traits that gifted students might wish to emulate. Other characters appear shallow and superficial, yet provide meaningful opportunities for affective type discussions. Reading offers productive opportunities and an opportunity for gifted students to engage in meaningful self-directed learning. Specific purposes are to provide assistance in the selection of books that respond to special capabilities and to promote the intellectual and affective growth of gifted students.

The majority of the books that will be discussed are among the best books available in the contemporary literature for young students. Many of the books have gifted children as central characters. The books referred to are contemporary titles, not the older classics such as Alice in Wonderland or Elephant Child. These references frequently require an extensive background, outstanding imagination, a sense of humor, and an ability to sustain attention on several levels simultaneously.

The selection of references noted are to be utilized as examples only for guidance in reading and they may serve as a basis for making extrapolations to other contemporary efforts. A list of suggested readings will be provided for those attending the session along with a detailed discussion of a few selected readings. Specific details will be provided on how to make these books relevant in the class discussions and other assignments for the gifted students.

Bridge to Terabithia by Katherine Paterson (Crowell Co., New York , c1977) is the winner of the John Newbery Award and William Allen White Award. This is the story of Jesse Oliver Arons, Jr. the only boy in a family flanked by two older and two younger sisters, who live in the rural Virginia community of Lard Creek. They are a poor family with dad commuting early every morning in his old pickup to Washington, D. C., the only place he can find work, and returning late at night. Jesse, the man of the house during the day, is saddled with the chores of milking Miss Bessie and doing gardening, wood chopping and the like. In order to have time to himself as an early riser, he uses his near dawn August time to practice running. His immediate goal in life is to be the fastest runner at Lard Creek Elementary; a title he is certain to obtain since last year's champ has moved up educationally.

His remaining free time is spent drawing--a love he cannot share with his family. At one point he tried to tell his dad that when he grew up he wanted to be an artist, which caused the following response: "What are they teaching in that damn school? Bunch of old ladies turning my son into some kind of a ..."

Even though his dad had not finished, Jesse had gotten the message. It would remain his secret in the future not to be shared outside of school and with his favorite teacher, Miss

Edmunds. Even though she must have been some kind of hippie ("she never wore dresses"), she was without a doubt the most talented music teacher Jesse had ever known. She had taken an interest in his art and encouraged him to keep drawing. It was these things with which he occupied his remaining summer vacation time. At least, until Leslie Burke and her family moved in the old Perkins place down the road. The remainder of the story provides ample opportunities for affective discussions. Ample time should be allowed to discuses not only death but careers, friends, and personal needs.

A Wind in the Door by Madeleine L'Engle

Charles Wallace is an extremely bright first grade student. Though many thought from his appearance, that he was backward, he talked like a dictionary. On his first morning at school, in response to his teacher's query "I want each of you to tell me something about yourself," Charles Wallace replied "What I'm interested in right now are the farandolae and the mitochondria." When the looks became confused, Charles delved further to explain about DNA - RNA - symbiotic relationships, etc., to the point where he was interrupted by the teacher, who told him to stop making up silly things and showing off.

Meg, his older sister, does not seem too surprised when Charles Wallace tells her he saw a dragon in their twin brothers' vegetable garden, thinking perhaps his statement might be an outgrowth of the abuse he had taken so often from older boys at school.

Meg eventually follows her brother to the garden and then to the pasture, but no dragon is found. Only strange feathers and silver and gold leaf-shaped sparkling scales. Dragons, No. Remains of an entity, a strange being from another place?

The book provides a stepping stone to discussions dealing with good and evil, futuristic-science fiction, and theology.

Go Well, Stay Well, by Toeckey Jones (1979). New York: Harper and Row.

Candy and her aristocratic parents live in Africa. Becky, an Africian native, makes friends with Candy and yet is not allowed to visit or play with Candy. It is still a very timely story dealing with sex oriented role expectations, race relations and political power. Especially relevant for the gifted is the affective need "to better the world." Group discussions will be enhanced as gifted students try to relate to the ordeals that Candy experiences not only with her family but with the people of a different country and color.

O'Brien, R. C. (1971). *Mrs. Frisby and the Rats of NIMH.*

The story of the rodents that escaped from the National Institute of Mental Health and how their families survived provides exciting opportunities to discuss animal research. The questions posed by this provocative story go beyond the life of the highly intelligent rats and into discussions of morality and human purpose. Independence, cooperation, and work ethics are to be considered as they influence and shape social behavior and values. Questions remain unanswered in the story and provide stimulus for affective discussions.

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Mr. Lenn Katzer Coordinator Programs for Gifted, Burlington, KS.

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Wednesday, April 23

2:40 - 3:40 pm

Philip Lyon, George Hagerty,
Ann Beth Deily
College of Saint Rose
432 Western Avenue
Albany, NY 12203

Title: Funding, Operating and Surviving at Small Colleges

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Wednesday, April 23

2:40-3:40 pm

LEARNING WRAP-UPS
Presenter: Sharon Auld
HC 79, Box 28
Gothenburg, NE
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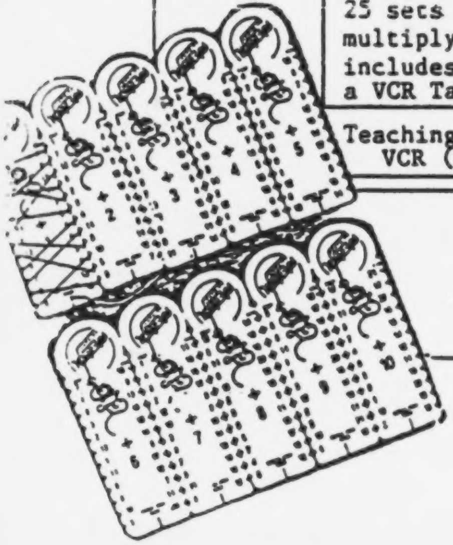

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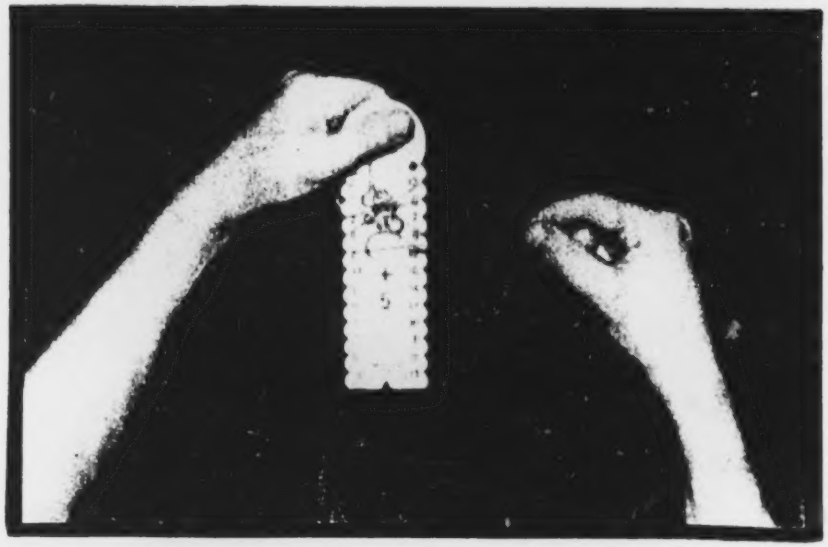

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ABSTRACT

A Statewide Consortium for Special Education Paraprofessional Preservice Training in Kansas

A project was recently awarded the Kansas State Department of Education to develop and refine a statewide network for the preservice training of special education paraprofessionals through the nineteen community colleges in Kansas. The primary purpose of this project is to assist in the communication effort necessary to allow each college to participate at the level indicated by the need for special education paraprofessional training in the geographic area served by the college. It is anticipated that 500 paraprofessionals will participate in the preservice programs offered by the colleges.

The Division of Personnel Preparation, Special Education Program, U.S. Department of Education, has funded the project for an anticipated three-year period. These funds support a full-time project coordinator, Patricia P. Kells, and a full-time secretary. Project codirectors are Dr. Sam J. Newland, Director, Division of Community Colleges and Dr. Phyllis Kelly, Director of the Paraprofessional Training Program within the Special Education Administration Section of the Kansas State Department of Education. This shared administrative leadership greatly assists the implementation of the project.

The proposed ACRES presentation will provide, through a lecture format, a general overview of the administrative organization of the project and the community college system within Kansas. A slide-tape will be used to present characteristics of four college programs. An opportunity for discussion among the participants and presenter will be provided as well as handout materials which delineate the competencies of the core curriculum.

Pat Kells, Phyllis Kelly
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612

CONCURRENT SESSIONS
WEDNESDAY, APRIL 23

4:00 - 5:00 PM

Wednesday, April 23

4:00-5:00 pm

Presentor: Sandra Stuart- Siddall
California State University-Chico

OFF CAMPUS RURAL PRECEPTORSHIPS IN EDUCATION

INTRODUCTION

An off campus rural preceptorship can be an effective way to teach subject matter, as well as encourage the student to seek employment in that setting. Many professional groups are under-represented in rural areas: teachers, dentists, social workers, nurses, agricultural engineers, etc.

THE NEGATIVES OF RURAL LIFE AND THE PROFESSIONAL

Several negative personal factors can influence the decision of professionals relative to their seeking employment in a rural area. Among those factors are: isolation from cultural and recreational activities, fewer employment opportunities for mates, housing shortages, restrictive weather conditions, isolation from professional peer groups/ organizations, and less variety of employment settings to select from, difficulty in pursuing post-graduate work, non-competitive wages with the urban centers.

THE POSITIVES OF RURAL LIFE FOR THE PROFESSIONAL

There are other elements found in rural living and rural work conditions that can compensate for these personal disadvantages. A professional has a greater opportunity to develop a number of skills and talents that they may not have been motivated or challenged enough to do in an urban area; where resources are more vast, and colleagues are but a phone call away. Since the number of professionals working in a rural community is smaller, the professional that is there will find that he/she has more job autonomy, independence and certainly more visibility. The relationships that one develops on a business level oftentimes extends into the day-to-day life, since during trips to the grocery, eating at the local cafe or going to church will most likely put you in contact with the same people that you do business with. Rural environments also promote a more relaxed pace of life. There is a time in all people's lives, when the adult who has been working for 10-20 years in a harried, hectic work environment who has to commute four hours a day just to get to work and home again, stops and asks, "Why am I doing this?" Furthermore, they start evaluating whether they want to continue this so called "life-in-the-fast-lane" or get out of it, while physical and mental health is still intact. Rural communities have more esprit de corps, more feeling for group activities and a common good for all, in which the entire community works together on areas of concern or interest.

FOSTERING STUDENTS' INTEREST IN WORKING IN A RURAL AREA

A rural rotation of any academic discipline could have effects on correcting the maldistribution of professional people into rural areas. Precepting in its simplest form means to teach. It is the passing along of knowledge or skills from one person to another. In the early days, when institutions of higher education in this country were few, precepting was commonly used to acquire skills past secondary school. As the country developed, so did its institutes of higher learning. They in turn took on the responsibility of training more and more of the professions. Today we have two paths a person may select to travel down past high school. One is the now traditional college education and degree system. The other, a widely used and historical path, is the apprenticeship system. This system utilizes the expert in the field who supervises and trains an apprentice for a specified length of time. Most of the craft and building trades use this method. The college system gives a maximum amount of didactic information with very little hands-on experience.[1]

PRECEPTORSHIPS

The use of clinical preceptors, considered an instructional innovation by some disciplines, is not new. In the fields of medicine, dentistry, veterinary medicine, pharmacology, architecture, osteopathic medicine, and the ministry, the most competent practitioners have long been used as mentors or preceptors to teach students via their own practices.[2]

Students can derive valuable benefits from working with a qualified clinical preceptor. The use of clinical preceptors provides mechanisms for quality student learning when an educational program has a large number of students and a limited number of faculty. Important functions of clinical experiences in student learning are to attain role socialization and to gain competence and confidence in performing clinical skills. When using a qualified clinical preceptor, role socialization is enhanced since the student's role model is an active practitioner.[3]

Although the following examples deal with the discipline of nursing, I feel certain that the considerations and implications will hold true for any discipline.

Specific benefits are derived from a practicing role model. One benefit is that preceptors, familiar with their own caseloads, are better prepared to choose appropriate clients for student learning. (Hall, 1977) Hall noted that, due to familiarity with their clients, preceptors can assign students to care for clients with health problems that meet specific student learning interests or needs and can provide assistance to the student in managing the health problems with the clients unique needs in mind. However, even though preceptors are more familiar with their clients, Hall found that both preceptor and student benefited and welcomed discussion of client assignments with faculty to make sure student and course objectives were being met.[4]

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1 - Sandra Stuart-Siddall, Jean M. Haberlin. Preceptorships in Nursing Education. Maryland. Aspen Publication, 1983, pg. 89 (Bergeron)
2 - Ibid, pg. 9 (Backenstose)
3 - Ibid, pg. 10 (Backenstose)
4 - Ibid, pg. 11 (Backenstose)

Faculty in some nursing programs have reported that student experience with a clinical preceptor has helped to ease the impact of reality shock. These faculty found that exposure to an everyday practice of a clinical preceptor increased student awareness of frustrations experienced by nurses and allowed opportunity to discuss and work through conflicts within the setting. Preceptors help the students gain a feeling of where one can and cannot cut the corners on busy days so that health care is not compromised.[5]

In short, the integration of preceptors in the clinical field experience of collegiate students, can be a powerful means to bring the student in contact with the real world, and hopefully, resolve contradictions between the real versus the ideal worlds.[6]

SOME UNDERLYING CAUSES FOR PROFESSIONAL MALDISTRUBUTION

A rural preceptorship addresses three underlying causes of professional maldistribution: a) the lack of awareness of the opportunities in rural areas - most people are unfamiliar with the demands, challenges, rewards of rural living and employment, because of their suburban/urban upbringing. b) There is a bias in education. The largest percentage of higher education institutions are in metropolitan or suburban areas. Students are trained in and acculturated to the city. c) It is difficult to relocate, to pack up and move to an unfamiliar area. Having worked and lived in a rural area if only for just a short time during a preceptorship, is a decided advantage in choosing a work setting, finding housing and establishing oneself in a new community. The rural preceptorship can be the catalyst that may turn the inclination toward rural living and employment into a reality.

HOW TO UTILIZE A PRECEPTOR

THE PROCESS

The phases or steps used to establish a preceptorship are similar to those utilized by the nurse in establishing a therapeutic relationship with a client. Wilson and Kneisl (1979) suggest the following three phases:

1. beginning or orientation phase when contact is established
2. middle or working phase when contact is maintained
3. end of termination phase when contact is evaluated and terminated.[7]

Establishing the Relationship

The goal of the first phase is to initiate contact with the preceptor. One of the first tasks is to clarify the purpose of the preceptorship and to identify the roles, responsibilities, and privileges of the preceptor, faculty, and student. Ideally,

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5 - Ibid, pg. 12 (Backenstose)
6 - Ibid, pg. 37 (Backenstose)
7 - Ibid, pg. 39 (Gray)

written information on the purpose of the preceptorship, the objectives of the clinical experience, and the expectations of the preceptor would be sent to the preceptor to review prior to the first conference with the faculty, at which time they could be elaborated upon. The first personal contact may be made at the agency to be utilized for the preceptorship. This may be done in a meeting in the preceptor's territory. Such a meeting may provide more security for a novice preceptor who may have misconceptions and fears about the experience. It also demonstrates an interest in the agency and its services and provides an opportunity for the faculty to become acquainted with the physical facilities, the philosophy and purposes of the agency, the services offered, the resources available, the role of the nurse in the setting, and other relevant aspects. [8]

One of the most important steps in the first phase is to establish a trusting relationship with mutual understanding and respect between the faculty and preceptor. One of the ways to begin this process is to establish a common interest or bond.

When possible, it is useful for the faculty to demonstrate their own expertise to establish mutual credibility. The preceptors for their part must perceive themselves as contributing practical, reality-oriented perspectives to the student learning experience.

In addition to the conference between the faculty and preceptor, a planning session with the student present may be held during the latter half of the meeting with the preceptor at the agency or at a subsequent time. Collaborative planning facilitates congruence between the requisite learning, the interests and needs of the student, and the available opportunities in the clinical area.[9]

When mutual willingness is attained, an agreement or contract can be prepared. This may be a formal contract or a letter of agreement delineating the responsibilities of each party. Dates and time frames should be specified so that each is aware of the expectations and time commitments. The faculty, student, and preceptor each retain a copy of the signed agreement. If a formal contract is required by the parent agency, university, or health facility, advanced planning is necessary, since it may take months to obtain the approval of the individuals responsible for legal decisions.[10]

Maintaining the Relationship

Once the preceptorship is operational, the working phase begins. In this second phase, the educational plan is implemented, with student learning as the main goal. The focus is on assisting the student to meet the designated clinical objectives. The student learning objectives provide the guideline for the experience. Written behavioral objectives describing the learning activities will assist in planning, implementing, and evaluating the learning experience. The objectives may include core objectives applicable to all students enrolled in the course, reflecting application of course content, as well as individual student objectives that serve to individualize the experience to meet unique student interests and needs. The individual student objectives may be written by the student with input from the faculty person.[11]

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[8] Ibid, pgs.39-40 (Gray)
[9] Ibid, pg. 40 (Gray)
[10] Ibid, pg. 41 (Gray)

The role of the preceptor during the second phase is to serve as a resource person, role model, and consultant to the assigned student. Role modeling is an effective teaching tool during this phase. The preceptor who is an excellent, expert clinician can demonstrate the application of nursing theory to nursing practice. The faculty person must provide opportunities to demonstrate the application of classroom theory in the clinical setting. Ideally, with assistance, the student will be able to integrate the theory from the educational setting into the real world. The insights that develop as a result of this synthesis may minimize future reality shock. The primary role of the student during the second phase is that of learner.

The faculty person is responsible for clinical supervision to maintain quality control during the working phase of the process. Indirect supervision is accomplished through periodic phone conversations with the preceptor, onsite agency visits, conversations with the student during regularly scheduled appointments, and student feedback in class and seminar. Written and oral assignments that demonstrate student understanding and the application of pertinent concepts and skills will validate the application of theory in the clinical area.

Occasionally during the second phase, problems may develop in the preceptorship. It may become evident that the planned clinical experience is not effectively meeting the designated objectives, for whatever reasons. In this situation, the role of the faculty is to ensure a quality learning experience for the student. Continuous evaluation is necessary to prevent or detect problems. Interventions should include communication with both the preceptor and the student to collect data to validate or invalidate concerns, should share observations and concerns with a focus on student learning, and should utilize the problem-solving process to explore possible solutions.[12]

Terminating the Relationship

The objective of the final phase is the termination of the preceptor contact in a mutually planned and satisfying manner. The first task is the evaluation of the clinical experience. A

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11 Ibid, pg. 41 (Gray)
12 Ibid, pg. 42 (Gray)

conference between the preceptor, student, and faculty affords an opportunity to discuss positive and negative aspects, to determine goal achievement in relation to the clinical objectives, to identify methods to improve the experience, and to summarize the value of the experience for each participant. A part of the evaluation conference should be devoted to a debriefing session during which each person may review the experience from that person's own perspective. Sharing expectations, fears, insights, and learning is useful as each attempts to personalize the experience and provide closure.

The second task in the termination phase is to discuss future plans for the preceptorship. If plans are indefinite, the faculty person may solicit the preceptor's continued interest in serving as a preceptor and thus pave the way for future negotiations. If the agency is not needed in the immediate future, the faculty person should inform the preceptor of that fact, express appreciation for participating in the learning experience, and suggest the possibility of future use.

In this connection, the faculty member must be aware of the risks involved in sporadic use of preceptors. The preceptor may lose interest in the preceptorship, may agree to serve as a preceptor for another educational institution, or may feel rejected and unneeded by the faculty and affiliated program.

A letter of appreciation should be sent by the faculty to the preceptor, acknowledging the contribution made with a copy to the preceptor's immediate supervisor. Other types of recognition may be a certificate awarded the preceptor, an appointment to a university advisory council or other appropriate body, or possibly an appointment to adjunct faculty status.[13]

CONCERNS AND ISSUES

Control

The issue of control is faced by many faculty members involved in the preceptorship triad for the first time. Faculty have traditionally been socialized into the role of providing close and personal supervision of most clinical learning experiences. Many faculty receive gratification from nuturing the student in the clinical setting and take pride in how the student acquires new knowledge and skill with assistance from the faculty member. A feeling on the part of faculty members of being needed and valued may result. Thus, the faculty may feel unrewarded and unneeded when faced with the fact that they are not directly and continuously involved in the clinical setting. They may experience symptoms typically associated with loss.[14]

Many opportunities for input into the clinical experience present themselves during conferences with individual students, in class or seminar, and during onsite agency visits. Written feedback on class assignments also provides opportunities for direct involvement. Process or tape recording assignments offer excellent means for participating in the nurse-client interactions of the student. Because there is less opportunity for demonstrating skills in the clinical setting, campus demonstrations, role playing, simulated games, and other strategies may be utilized to teach clinical skills and meet the need for "hands on" involvement.[15]

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[13] Ibid, pg. 43 (Gray)
[14] Ibid, pg. 44 (Gray)

The use of preceptors may still pose a threat to some faculty. A reluctance to acknowledge the preceptor as being adequately qualified may be a first sign of conflict, regardless of how well the preceptor meets the objective criteria for selection. The feeling that no one is quite good enough for "my" student is common. This may be similar to the dilemma faced by parents who must "let go" of their children and entrust part of their care to others. Evaluating one's own needs and motivations and asking the question, "Whose need am I meeting?" can help to maintain a realistic perspective.

While the preceptorship is in progress, the faculty member may become critical of activities in the clinical area and feel that the faculty member would have functioned more effectively than the preceptor. This conclusion may be correct; however, the faculty member must approach the situation with a positive attitude and realize that learning occurs in a variety of situations and with many different methodologies, each offering advantages and disadvantages. The faculty task is to maintain the focus on learning outcomes.

Where the faculty perceives education as a mutual, interactive process, with the student assuming the main responsibility for learning, there may be less need to control the situation. The use of a preceptor requires a relatively secure and mature educator. However, for some faculty, the preceptorship process may be too frustrating, and acknowledgment of this fact may be the most effective solution.[16]

Potential Abuses

Another concern is to prevent abuse in the preceptorship. Preceptor abuse may be in terms of time or energy demands. The preceptor's prime commitment is to the employing institution; therefore, careful consideration must be given to the time and energy requirements imposed by the preceptorship. Thorough preplanning is essential to delineate the preceptor's roles and responsibilities and to provide a realistic focus for the learning activities. Time requirements should be explicitly stated so that the preceptor is fully cognizant of the demands involved.[17]

Most preceptors and agency administrators perceive the experience as worth their time. They recognize that students make a valuable contribution by providing stimulation to the staff as concerns and questions are posed, new content and skills demonstrated, and resources shared. However, the client or consumer is the one who ultimately

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15 Ibid, pgs. 44-45 (Gray)
16 Ibid, pgs. 45-46 (Gray)
17 Ibid, pg. 46 (Gray)

benefits from the resulting higher standard of care that may be delivered. Preceptors are usually gratified by being perceived as expert clinicians who offer a reality-based learning experience. It is also rewarding to witness student learning as the students apply theories in their interactions with clients. Finally, recognition by the affiliated university may improve the preceptor's status among the preceptor's peers.

Care must also be taken to prevent student abuse. Students may be put in the bind of trying to please two masters—each with different expectations. To prevent this, the learning plan must be planned and administered in a consistent, coordinated manner. For their part, the students may try to pit the faculty against the preceptor or assume a helpless, victim role to avoid responsibility. The faculty should work with the student to prevent this from occurring.[18]

Mutual Trust and Respect

It may be difficult for the faculty member to accept that another individual may be as competent or more competent in a given clinical area and could be utilized as a vital adjunct to the typical learning experience involving the faculty person, student, and client. Still, the educator cannot be expected to maintain excellent clinical skills in all nursing fields and may come to value the role of the clinician preceptor. [19]

The mutual sharing of knowledge and experience is valuable and gratifying. The preceptor may be invited to participate in classroom activities through panel discussions, guest lectures, case conferences, and so on. Faculty may assist the agency by providing consultation, offering inservice education, sharing scarce resources, and so forth. Each may be appointed to advisory councils, serve on joint committees, or have joint appointments. In these ways, maximum effort should be made to bridge the gap and promote collaboration between nursing service and nursing education. Other issues and concerns that may surface can be resolved on the basis of commitments from the faculty person, preceptor, and student.

The faculty should consider various ways to make the preceptorship experience as positive as possible for all involved. These methods should include (1) thorough preplanning to capitalize on the most effective us of preceptor and student time; (2) effective communication with both preceptor and student to provide mutual understanding, continuity, and evaluation; and (3) respect for both as responsible adults.[20]

REFERENCE

Wilson, H.S., & Kneisl, C.R. Psychiatric Nursing. Menlo Park, Calif.: Addison-Wesley, 1979.

[18] Ibid, pg. 46 (Gray)

[19] Ibid, pgs. 46-47 (Gray)

[20] Ibid, pg. 47 (Gray)

LEGAL AND POLICY ASPECTS

At some point during the orientation, the legal aspects of the preceptorship should be addressed by the coordinator. Unfortunately, at the present time, there are very few specific, written legal guidelines governing the preceptor-student relationship. (Chapter 18, however, outlines some of the basic legal considerations that the preceptor should be aware of.)

In addition, each facility will have specific policies and regulations applicable to students. These may be formal, written policies, or they may be flexible and informal policies. In either case, the preceptor will need to discuss the legal aspect of the preceptorship with the agency administrator and become familiar with the relevant policies. Some preceptors may work with students who are licensed, practicing nurses returning to college to obtain a baccalaureate degree. However, it is important to stress that even the most competent, experienced nurse is still operating as a "student" while in the facility. Thus, though the supervision necessary for this type of student may be minimal, the preceptor must always remain aware of the fact that the preceptor is still, in part, legally responsible for the student's actions.[21]

THE PRECEPTOR'S TEACHING ROLE

During orientation, the program coordinator may wish to discuss briefly the teaching role as it applies to precepting. The preceptor's ability to create and maintain an atmosphere that allows and encourages independent, self-directed learning is crucial to the success of the preceptorship. The preceptor must feel comfortable in the role and confident as a teacher. In an effort to make the presentation of teaching techniques more systematic, the coordinator may wish to consider separately four aspects of the teaching role. The questions included in the following discussion of these aspects provide a means of translating teaching theory into specific preceptor behavior that can be objectively measured by both the student and preceptor (Simon, 1976).

The four teaching aspects or roles are, for purposes of discussion, examined separately. In reality, it is not possible to make clear distinctions between them. Ideally, the preceptor will be adept at each, emphasizing one or more as circumstances dictate.[22]

The Preceptor As Role Model

Role modeling is an extremely effective mode of teaching, yet it is one that the preceptor cannot "prepare for." The student learns by observing, analyzing, and questioning the preceptor's style of practice, interactions with clients and colleagues, and responses to a multitude of personal and professional demands. As a role model, the preceptor has the responsibility of maintaining a level of self-awareness that allows the preceptor to reflect on behavior, motives, and feelings with the student. This provides the student with the rationale underlying the preceptor's observable actions and decisions. In the self-questioning the preceptor may ask:

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[21] Ibid, pg. 56 (Haberlin)

[22] Ibid, pg. 57 (Haberlin)

- How many times did you meet with the student? Did you allow the student an exchange of feedback?
- Did you feel there was open communication and trust between you and the student?
- Did you offer support to the student? How?

The Preceptor As Designer of Instruction

For the preceptor, acting as a designer of instruction may be the most unfamiliar teaching role. This role emphasizes the planning phase of the instructional process and formalizes the function of structuring the teaching and learning experience. Each behavioral objective should be analyzed by the preceptor and student in an effort to determine the specific clinical activities that will lead to the fullfillment of the objectives. These clinical activities that will lead to the fulfillment of the objectives. These clinical activities will then constitute the plan to be implemented and eventually evaluated. In this role, the following questions should be asked:

- Did you and the student take the opportunity to discuss each other's expectations for the learning experience?
- Did you give the student an orientation?
- Did you introduce the student to the staff?
- Did you analyze, with the student, the meaning of the student's objectives?
- Were you able to provide or suggest useful and interesting experiences to meet the student's objectives?
- Did you plan the educational experiences with the student?
- Was there optimum use of the student's time?
- Based on the agreed-upon objectives and the plan for implementing the instruction, did both you and the student participate in an ongoing evaluation of the student's progress? [23]

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[23] Ibid, pgs. 57-58 (Haberlin)

The Preceptor As Resource Person

The student should be encouraged to use the most appropriate resource available, which, in many cases, will not be the preceptor. Often, due to the availability of the preceptor, students do not take advantage of other resources. The preceptor should be used as a resource only when it is determined that the preceptor is the most appropriate source of instruction in a particular knowledge or skill area. The relevant questions here are:

- Were you willing to share your expertise?
- Did you take the time to demonstrate procedures, and so on, when appropriate?
- Were you able to assist the student in finding other resources when appropriate?
- Were the demonstrations and explanations clear to the student? How did you know?[24]

The Preceptor As Supervisor

The primary goal of clinical supervision is to increase the student's professional autonomy. The preceptor facilitates this process by creating conditions that encourage the student to take the initiative in examining and modifying the student's behavior or knowledge. Clinical supervision demands a relatively passive role for the preceptor and an active role for the student. The relevant questions in this role are:

- Did you feel you provided appropriate supervision? Academic? Clinical?
- Did you have weekly conferences with the student?
- Did you share your viewpoint with the student, rather than impose it?
- Did you encourage self-initiation, individuality, self-expression and self-evaluation?

At the conclusion of the orientation, it is extremely important that the preceptor be encouraged to discuss any questions or concerns and, in general, to share expectations regarding the experience. This will help immensely in clarifying the material presented and in alleviating any apprehension the preceptor may be experiencing. Thus, the preceptor will leave the orientation having gained the confidence and knowledge necessary to implement the preceptorship program successfully.[25]

REFERENCE

Simon, M.P.A. A role guide and resource book for clinical preceptors (U.S. DHEW, Publication Number (HRA) 77-14). Washington, D.C.: U.S. Government Printing Office, 1976.

[24] Ibid, pgs. 58-59 (Haberlin)

[25] Ibid, pg. 59 (Haberlin)

THE RURAL CLINICAL NURSE PLACEMENT CENTER

Results from a longitudinal study conducted by the Rural Clinical Nurse Placement Center indicates that exposure of student nurses to rural job roles and rural living conditions prior to graduating from their nursing programs does affect their choice to live and work in a rural environment favorably. This study which has been conducted for ten years, indicates a return rate to a rural area of 32% of the participants, who had a rural clinical rotation in a rural facility.

Wednesday, April 23

4:00-5:00 pm

Presentor: L. Tobin
ARMSI (Alaska Resources
for the Moderately/Severely
Impaired)
2211 Arca Drive
Anchorage, Alaska 99508
(907) 279-9675

Title: TIME WELL SPENT -- A Teacher Wellness Program

TIME WELL SPENT -- SPECIAL EDITION FOR TEACHERS by Tobin is a weekly wellness planner for educators. This presentation will review many activities from this book and present a stress-management decision making model from a soon-to-be published second edition.

TWS helps you introduce healthier daily activities into your lifestyle. Through better nutrition, relaxation exercises, and the addition of self-renewing activities throughout the day we prevent the extended build of tension. These energizing breaks and personal growth routines promote greater well-being and creativity on an hourly basis, energizing and relaxing as the demands of the day require.

The unique design of this book places wellness information and suggestions within a functional appointment planner. In this format, alongside your business appointments you can make your appointments with a healthier daily lifestyle.

The decision making model will provide guidelines to help determine how potentially stressful upcoming events may be. This will elaborate upon five different levels of support that you can provide for yourself to help you to deal with stressful changes in life.

(Published by: Jade Mist Press, Box 5229, Eugene, OR 97405
$12.95 plus $1.00 p/h)

Copies will be available following presentation at $11.00.

Wednesday, April 23

4:00-5:00 pm

Presentors: John M. Aiken, Director
Project STEP
SE KS Ed. Service Center
2601 Gabriel
Parsons, KS 67357

Dave DeMoss, Executive Director
SE KS Ed. Service Center
P.O. Box 176
Girard, KS 66743

Betty M. Weithers
Coord., Special Ed.
Coord.,Title VI-B, E.H.A.
Special Education Adm.
120 East Tenth
Topeka, KS 66612

Title: Developing Vocational Education Opportunities In Local Businesses

One of the implied promises of public education is to prepare students for the world of work. Unfortunately, this promise is seldom realized for the majority of handicapped students. Recognizing this fact, southeast Kansas has initiated a cooperative project termed Secondary Transitional Education Program (STEP) that will result in increased vocational training opportunities and competitive employment options for handicapped students between the ages of 16-21 years.

The purpose of the presentation will be to describe the goals and objectives of Project STEP. The presentation will focus on employer attitudes and a description of the project's vocational training model. Time will be allocated at the end of the presentation to allow the presenters an opportunity to respond to questions.

Project STEP is a Title VI-B, E.H.A. project and is a service of the Southeast Kansas Education Service Center. Project staff work with educational personnel from ANW, SEK, and Tri-County Special Education Cooperatives; USD 234, Fort Scott; and the Special Purpose School of Parsons State Hospital and Training Center.

The project is designed to provide technical assistance and training to local educational personnel that will culminate in the development of supported work-study training sites. The training of local personnel is provided primarily in the form of on-the-job experience as the project staff assist them to develop vocational training sites. Project staff are paired with identified educational staff in order to: (a) identify, contact and site visit prospective cooperative business sites; (b) negotiate training site agreements; (c) conduct complete job analysis of the business in order to develop curriculum training materials, schedules, and data management systems; and, (d) train and supervise educational staff that will teach at the cooperative site.

The vocational training sites developed by the project are classrooms per se, however the classes are conducted within the business environment. Each supported work-study training site provides vocational opportunites for 1-6 students. The sites are termed supported because the educational staff provides all supervision and training of the students. The impetus behind this approach is to provide meaningful age appropriate vocational training for those students who need more structured highly supervised training experiences.

As part of the schools transitional approach to vocational education, students are transported to the training sites during the school hours where they are taught job and related job skills. The companies cooperate with the schools by providing space, materials, equipment and business expertise. This unique cooperative arrangement allows schools the opportunity to expand exisiting vocational practices and curriculum. It also allows the schools to maintain high visibility within the business sector, stay abreast of current technological advances, establish liaison that may lead to future competitive employment options and determine curriculum needs based on the skills that were identified within the business environment. Furthermore, students receive age appropriate vocational training which will increase the likelihood of their successful transition from school to adult life.

VI-B GRANT

Title: Secondary Transitional Education Program (STEP)

Funding Source: Kansas State Department of Education
Special Education Administration Section

Agency: A service of the Southeast Kansas Education Service Center

Personnel: John M. Aiken, Project Director
Peggy A. Malicoat, Project Coordinator
Shelley Bird, Work-Study Coordinator

Address: 2601 Gabriel
Parsons, KS 67357
(316) 421-6550 ext.1872 or 1857

Goal: 1) **Establish small group vocational instructional training opportunities in competitive employment settings.**

Summary: An initial business survey will be conducted in an effort to collect vocational information that will assist each educational agency to prioritize the selection of training sites, based on vocational training needs of handicapped students. After the agency has selected the most appropriate types of vocational training sites, project staff will assist each agency's designee to develop the community based training sites. The assistance to educational agencies will be: 1) the availability of staff to make personal contact with businesses in order to acquire the businesses' cooperation in establishing a training site; and, 2) once business cooperation has been obtained, staff will assist in analyzing the businesses' job skills in order to develop training procedures.

Goal: 2) **Promote, organize and conduct inservice training activities related to the development, operation and instructional requirements of community based training operations.**

Summary: Staff will be available to train school agency personnel via presentations, lectures, seminars and on-the-job training activities within the business setting in regard to techniques and procedures for establishing vocational training sites in the community.

Wednesday, April 23

4:00-5:00 pm

Belinda Lovingood, Pam Frasier,
Melodie Hayashi
CDMRC, EEU WJ-10
University of Washington
Seattle. WA 98195

The CAP Project: Using Computers to Serve Young Handicapped Children and Their Families in Their Natural Environments

The Computer-Assisted Program (CAP) Project is an alternative intervention approach for young (ages 0-3 years) handicapped children and their families. The project combines computer technology and professional expertise to meet the needs of families without access to local early intervention programs. Many of these families live in rural or isolated areas, and lack access to either educational services for their young child or support services for themselves. CAP serves these families through the mail and phone calls. Parents assess their child. These results are matched to developmentally appropriate activities through a computer program at the University of Washington. A home activity package is then sent to the family. Children are then reassessed and new activities are sent to parents at 3-month intervals. CAP also links parents to parent correspondents who provide informational and emotional support.

In our presentation we will describe the project and share pre- and posttest data on the project to date. Data are collected for both the children and families in our center-based demonstration group and in our field-based group.

We will focus on three features of the CAP project in our presentation. These are:

1. The computer-assisted model
2. The use of parents as data sources
3. Teaching activities within the daily routine

Relative to the very timely first feature of the CAP Project, we will describe how to integrate a computer system into an intervention or research project. We will, in a step-by-step manner, describe how we developed our computerized system which enables us to generate individualized educational and therapeutic activity packages based on regularly updated child assessment data.

The CAP Project relies on parents as data sources for regular child assessments. This feature is of growing interest to professionals. We will describe our assessment and activity selection procedures.

The educational focus of the CAP Project is a set of educational and therapeutic activities which can be implemented by the child's caregiver in routine daily interactions with the child --- such as diapering, mealtime, and bathing. We will present data on the implementation and effectiveness of activities developed for the CAP Project. These data will include descriptive information on the activities themselves. Sample activities are being evaluated by the parents. Through a questionnaire, we are gathering information on their usefulness and effectiveness, families' enjoyment of the activity, modifications made by the family, and whether or not the activity fit into the family's daily routine. These data will be shared with the audience.

Abstract

The purpose of this presentation is to acquaint participants with a project designed to prepare teachers to serve students with behavioral disorders in a rural area. The objectives of the presentation are:

1. To provide an example of a cooperative effort involving the state education agency, regional education agency, local education agency, and an institute of higher education to prepare teachers to provide services to students with behavioral disorders.

2. To provide participants with some strategies for training teachers in rural areas in areas where recruitment is difficult.

3. To provide evaluation data on the outcome of the project.

One of the most underserved groups of handicapped students in Minnesota are those who have behavioral disorders. Due to the limited production of training programs, it is difficult for all schools to recruit such teachers, but particularly so in rural areas. Turnover of such teachers in rural areas is also high. The purpose of this project was to train a group of teachers already employed in a rural area and to provide the training as close to their local districts as possible.

The target area was a group of school districts served by the Educational Cooperative Service Unit #5 in Central Minnesota. This regional unit encompassed four special education cooperatives which served a total of 28 local school districts with school enrollments ranging from one district with slightly more than 250 students to one with over 5700. Twenty one school districts enrolled less than 1000 students. The mean enrollment was slightly over 1000 students.

A project was submitted to the Minnesota Department of Education for Discretionary funds from P.L. 94-142 and was approved. The roles of each agency were:

1. Minnesota Department of Education: To provide funding to subsidize tuition of participants, travel expenses, and excess costs to the other agencies and to monitor the project.

2. St. Cloud State University: To assess the competencies of the participants; Advise the necessary training components within the region, including the participants; provide management and evaluation services, and to recommend for licensure.

3. Educ. Cooperative Service Unit #5: To provide management services, serve as fiscal agent, provide evaluation services, and to serve a liaison with special education cooperatives.

4. Special Education Cooperatives: To identify participants, arrange for release time for participants when necessary, and to serve as liaison to local school districts.

The target population consisted of teachers already licensed and teaching in some area of special education, mostly learning disabled. Courses were conducted by the university with the region by sending staff to the appropriate location. The training program was enriched by providing additional workshops in specific skill areas which were deemed critical in rural areas.

Wednesday, April 23

4:00-5:00 pm

Stan Knox, Bonnie Carlson
Department of Education
St. Cloud State University
St. Cloud, MN 56301

Participants were involved in two practicum assignments. The first was a structured experience in their local school district which was focused upon maintaining behaviorally disordered students in the regular school program. The second occurred during the summer in a more restrictive setting.

Evaluation data was collected in the following areas:

1. Follow-up of participants completing the program and providing service.
2. Follow-up of participants who did not complete program.
3. Evaluation of project by participants, special education directors, and other school administrators.
4. Evaluation of service provided by participants by school personal.

Pete Biaggio

ACRES PRESENTATION PROPOSAL--RURAL ATTRITION

The presentation will report the development, findings, and practical implications of a study conducted to identify the factors which result in rural special education teacher attrition. A survey was distributed statewide in September, 1985 to all (400) rural and urban Nebraska teachers who received their first special education teaching certificate in 1980. United States census data, published definitions, and rural retention ratios were used to classify special education teachers as rural or urban instructors. Teachers were questioned on their reasons for leaving or staying in the profession, undergraduate training experiences, delivery model orientation, type(s) of students they instructed, background, distance from home to work, demographic profile, and special education teaching endorsement(s).

The preliminary analysis of data indicates special education teachers consider peer and administrative support significant factors for both leaving or remaining in the field of special education. Of the teachers sampled, 95% considered peer support important while 97% indicated administrative support an important factor regardless of exceptionality taught, rural/urban nature of teaching assignment, and delivery model. Respondents ratings of undergraduate experiences indicate both strengths and weaknesses in university training programs. The most frequently mentioned strengths were theoretical background, and well trained knowledgeable instructors. Weaknesses frequently focused around lack of exposure to special education populations and parents. Respondents quantitative rankings ranged from "extremely poor" to "excellent" on a six point scale. Opinions were approximately split between "adequate" and "could use minor changes" when grouped.*

In addition to examining the preliminary data in greater detail prior to the presentation in April, further data analysis will be directed toward respondent rural retention ratios, rural and urban employment characteristics, relationships of delivery model to attrition, demographic characteristics of respondents, distance from home to teaching assignment, endorsement area(s) of teachers, and handicap(s) of students instructed.

The final results of this study have practical rural implications for teachers, prospective teachers, administrators, and university personnel who prepare teachers for classroom instruction. What are the characteristics of rural special education teachers? Why do some special education teachers continue to teach in rural areas while others do not? What should one look for when hiring a rural special education teacher? What may administrators do to increase the probability that a teacher will remain teaching in a rural school? How may the university better prepare rural special education teachers? What should rural special education teaches be aware of when selecting to teach in a rural school? Findings from the study along with group participation during the presentation will assist in answering the many questions which exist pertaining to attrition of rural special education teachers.

Wednesday, April 23

4:00-5:00 pm

Pete Biaggio, Ann Fritz
301 Centennial Mall South
Box 94987
Lincoln, NE 68509-4987

NEBRASKA SPECIAL EDUCATION TEACHER ATTRITION STUDY

PURPOSE...............To improve the retention of Nebraska special education personnel in a rural setting.

AUDIENCE..............Employers and teacher trainers of rural special education staff (Administrators, Directors, etc.).

QUESTION..............What factors influence special education personnel attrition in rural areas?

SURVEY POPULATION.....All special education personnel who received their first Nebraska Special Education Certification in 1980.

SUB-QUESTIONS

1. Are people raised in a rural environment more likely to be teaching special education in a rural area after 5 years?

2. Does the Undergraduate University Program influence retention within a rural school district?

3. Are individuals who live in the community in which they teach more likely to remain teaching in a school than those who do not? Is the distance from home to school a factor?

4. Does rural school retention differ between teachers who obtain licensure from rural as compared to urban universities?

5. Does the rural teacher retention rate differ among varied delivery models, endorsements held, or types of exceptionality taught by those teachers?

6. Does the rural teacher retention rate differ between Educational Service Units?

7. Does the marital status, age and sex of the teacher influence the retention within a rural district?

8. What school and Community factors influence Special Education teacher retention?

   a. Size of school
   b. School responsibilities with other than special education students and their families
   c. Salary
   d. Facilities
   e. Availability of equipment
   f. Age range of students taught
   g. Instruction of students with varying exceptionalities
   h. Amount of paperwork
   i. Student/teacher ratio
   j. Administrative support
   k. Peer support
   l. Professional growth opportunities
   m. Availability of related services
   n. Itinerant nature of teaching position
   o. Friends in community
   p. Relatives in community
   q. Status in community
   r. Community focus on quality education

Wednesday, April 23

4:00-5:00 pm

Presentor: Colleen A. Capper
Coordinator and Teacher
Red Bird School
Special Education Program
Queendale Center
Beverly, KY 40913

(Doctoral student,
Peabody College of Vanderbilt
University, Nashville, TN)

Title: WORKING SUCCESSFULLY WITH THE BRAILLE READER: STRATEGIES FOR PARENTS AND RURAL SCHOOL PERSONNEL

The purpose and goal of this workshop is to discuss, in an easy to understand manner, components of braille reading instruction that when properly applied, can lead to successful reading experiences for the beginning braille reader in the rural public school. My intended audience for this session are those persons without braille skills who work with the braille reader. This audience includes the family of the VI student, the regular classroom teacher, the resource room teacher who does not have a background in working with the VI student, teacher aides and volunteers. The presentation and materials will also be useful for the rural special education administrator to disseminate to her/his relevant staff. A working knowledge of the braille code is not a prerequisite nor a goal of the workshop. This presentation will describe one way in which a rural braille student can have more reading success while attending his/her local school.

The continuum of services for the visually impaired (VI) student in urban areas include home-based services, residential schools for the VI, self-contained classrooms, resource rooms, itinerant services and the teacher-consultant model (Huebner, 1985). However, for the rural visually impaired child, Huebner states, "if only one or two visually impaired students reside in a particular school district, a full array of options is generally unavailable" (no page). For the rural VI student who does not attend a residential school the vision teacher may provide direct services a maximum of four to five hours per week regardless of the model utilized. The remainder of the time is spent with other teachers, aides and parents who may not have any braille skills.

For example, a VI student may have reading in the resource room with the special education teacher or aide who includes the student in a reading group with sighted peers and/or tutors him/her individually on specific braille skills. The regular classroom teacher may have the mainstreamed VI student for other academic areas that require reading, such as science and social studies. The special education teacher may send home braille flashcards and sentences to the parents, with instructions to "drill your child on these words each day."

It is the responsibility of these untrained persons to carry out reading instruction with the VI student throughout the week. Because of their lack of training and experience with braille reading, these persons may unknowingly reinforce poor reading attitudes and techniques. They may not know or understand the good habits that are essential for the beginning braille reader. By understanding and utilizing the braille reading components presented here, the person with few or no braille skills can contribute to the rural VI student's mainstream success.

The strategies I will be discussing today are all included in the publication The Manual, of which you will be given a copy at the end of this session. The Manual can be used as a self-instructive review guide of today' session. However, for those who will not have the opportunity to see today's presentation, a certified teacher of the VI should be consulted to review each component and to demonstrate correct and incorrect braille reading techniques. This presentation assumes that a certified vision teacher will be available to provide feedback and direction on all the braille reading components.

First today, I will discuss and demonstrate successful braille reading topics which include attitudes, expectations, materials, equipment, the braille code, reading strategies and braille mechanics.

Secondly, you will be given a copy of, and practice in using The Checklist. The Checklist is an instrument that you can use to help you monitor your success in utilizing the topics of successful braille reading.

Thirdly, I will distribute to you your own copies of The Manual. The Manual describes all the topics and methods we will discuss today.

A final item on the agenda will be a time for you to ask questions or provide comments from your own experience.

I. Attitudes

Probably the most important aspect of assisting a braille reader is encouraging a positive attitude towards learning braille. Needless to say, the positive attitude has to begin with the person who is working with the VI student. Harley, Henderson and Truan (1979) state that "motivation cannot be overemphasized as a contributing factor in the acquisition of reading skills" (p. 82).

Some specific steps in assuring a more positive attitude in the beginning braille reader include the following:

1. Request braille labels from the certified vision teacher for the student's locker, books and other classroom items (Olson, 1979). The beginning braille reader should have his/her name in braille on the classroom desk. If the other students have an alphabet letter strip taped to their desks, the VI student should have the braille equivalent. At home, labels should be provided for the refrigerator, washer/dryer, stove, radio/stereo, bathtub, chairs, tables and beds (Olson, 1981). The labels should be in Grade 2 braille and the print meaning written on each label.

2. Have the child bring in materials related to his/her hobbies and use them in the reading lesson (Olson, 1979).

3. Approach the lesson as a reading lesson rather than a braille lesson. Say "It's time for our reading lesson now" rather than, "Let's work on braille."

4. Nothing succeeds like success. Be sure the reading time ALWAYS ends on a positive note. The student should feel successful during each lesson. Consult the certified teacher of the VI immediately if the student seems to be struggling too much.

II. Expectations

Your expectations of the child are also extremely important in facilitating a child's reading success. Ward and McCormick (1981) state that "to hold lower expectations or to accept and condone poorer performance as satisfactory for a visually handicapped student is neither beneficial to the student nor helpful to the rest of the class and the attitudes they develop toward individuals with limited vision" (p. 440). Other authors have echoed this sentiment of appropriate expectations. "The student who is given 'sympathy grades' and allowed to get by with substandard work will pay a tremendous price at some future time" (Willoughby, Lansing, Barber & Maurer, no date, p. 14).

Even though expectations can be set too high, it may be assumed that most untrained persons who work with the VI student have expectations that are too low. The certified teacher of the VI can provide guidance in deciding what level of performance expectations are appropriate.

III. Materials

The resource room teacher, teacher aide and classroom teacher need to remember that nearly all of the materials used in the reading lesson for sighted students can be adapted for the braille reading student. However, Curry (1975) warns: ". . . teachers must avoid materials that include odd, unfamiliar language; are loaded with unusual or abstract concepts; have a built-in dependence on one modality (all visual or heavily auditory); fragment reading into isolated skills or depend heavily on circling items in workbooks rather than oral expression: are so individualized that there is little or no provision for oral exchange" (p. 925). Curry also suggests having cartons of objects available ". . . to replace the magazines used in the sighted class as sources of pictures and words for center and seat activities" (p. 231).

Degler and Risko (1978) suggest that materials should be motivational for sensory impaired students. "Listening to stories, choral speaking and reading, creative drama, composing and reading language experience stories, playing language games and adding words to wordless books" (p. 924) are all stimulating activities. After the student has mastered the basics of braille, near the third grade reading level, variety will be important in the lesson. Orlansky (1977) suggests, ". . . avoid using one medium constantly, as this can be tiring. Vary reading activities by using braille or print, reading aloud, having group participation, and listening to records or tapes" (p. 87).

The materials the braille reader will bring to each lesson will be varied. Many times the brailled materials will be "edited" meaning the printed word will be written above the braille configuration. Duplicate copies of braille flashcards and games to learn these words should be available so that both home and school settings have copies, preventing the need for the student to carry these materials from setting to setting. Even if the child does not have reading in the regular classroom, s/he could keep the words and materials at his/her desk to work on during free time. Lesson plans and materials that need to be brailled for the student should be given to the certified vision teacher at least one week before needed.

IV. Equipment

The student should have a braille writer, supply of paper and variable speed tape recorder placed in each potential reading setting including the home, resource room and regular classroom. The student's brailler and braille paper should be near enough to his/her desk, (either stored in it or on a nearby shelf) for the student to be able to obtain it with ease. The student should have a ring binder to keep papers in order (Curry, 1975).

Proper care of the equipment is very important. the dust cover should always be kept on the brailler when it is not in use. Other classroom children as well as young siblings at home should be instructed of the equipment's importance as a learning tool for the VI student. Emphasis should be placed on the fact that the equipment is not to be played with and should be used only by the braille reading student. Initially explaining the equipment to students and siblings and allowing them to use the equipment with teacher/parent supervision may curb the curiosity of the students to play with the equipment later on. In addition, the VI student should be responsible for putting away and properly storing the equipment after use.

V. What is Braille?

You do not have to know the braille code to assist a braille reading student. As time passes however, you may find yourself recognizing the meaning of some braille characters. It _is_ helpful to have a general understanding of the characteristics of the braille code. Orlansky (1977) gives an easily understood explanation.

> Braille is a system of touch reading which involves feeling raised dots. It was developed in 1829 by Louis Braille, a blind man. In English, Grade 2 braille, each letter of the alphabet has a different symbol made with dots. In addition, there are many other braille symbols and abbreviations called contractions. Contractions, like shorthand, help save time and space. Frequently used words such as _and_, _the_, _for_, _in_, and _with_ and combinations of letters such as _sh_, _th_, _ed_, _er_, _ow_, _ing_, and _tion_ have their own distinct symbols. Braille has many

> rules of usage. The same dots may have several different meanings, depending on how they are used. For example, a dot 2,4 sign (dots 2 and 4 of a 6 dot "cell") may mean cc, con, or a colon. A dot 1,3,5,6 configuration may mean z or as. There are special forms of braille that can be used for music, mathematics, science and foreign language" (p. 41-3).

VI. Reading Strategies

Reading strategies for the braille student are probably a major concern for the person who is not proficient with the braille code. However, Ward and McCormick (1981) state:

> . . . the same approaches that are used with sighted children are also effective in teaching reading to visually handicapped children. Language experience, phonic, linguistic, and eclectic approaches, individualized reading, basal readers and methods that use rebus materials, color coding, and i.t.a. have all been used to help low vision and blind children read. As with sighted children, no one of these approaches is clearly the most effective with all visually handicapped children (p. 436).

However, there are some specific points to remember about braille reading: a) New words, as with sighted children, should be introduced in context. b) Asking the student to "sound out" a word s/he does not know is not appropriate. This is because the braille contractions, when sounded out, do not make up the entire word. For example the letter "b" by itself stands for the word but and imm stands for immediate. c) When a student comes to a word such as altogether (alt in braille), the teacher cannot say, "what is the root word you see in this word?" Many suffixes, prefixes and root words are special conractions (Ward & McCormick). d) When the student does not know a word, let him/her say the letters in the word. Ask for the first sound in the word. Ask the student what the word could be and still make sense in the sentence. If the student still does not know the word, ask for the spelling of the word. In addition ask the child if there are any contractions in the word and what dot numbers make up the contraction. If the student still does not know the word, you may tell the child the word. The unknown word should then be written down. The list of words the student did not know in the lesson will then alert the teacher of the VI to areas of need.

Blind students sometimes do not understand concepts that are used in certain reading materials. For example, the student may tell you what an elephant looks like, but really have no understanding of what an elephant really is. Deglor and Risko (1979) suggest motivating the student to think and talk about the reading. Orlansky, (1977) suggests to "always emphasize thinking. Such communication helps the child relate his/her own experiences to the material and helps you monitor comprehension" (p. 87). Olson (1981) lists "non-factual Questions for Checking Comprehension".

(See Appendix) These questions are excellent for the teacher and parent to use with the braille reader to further develop comprehension skills.

At home, parents are often asked to listen to their children read, drill on sight words or review spelling words. Teachers should demonstrate proper techniques for these activitiess with the parent and child. This "hands-on" training using both participation and observation by the parent will not only significantly decrease frustration at home but leave both the parents and the child feeling successful. Tips especially for parents to remember when working with the braille reader include a) keeping the sessions fun and positive, b) not scolding if the child has trouble, c)making a game out of the activity, and d) keeping the sessions short (15 - 20 minutes for beginning readers). It is important that the room be quiet when the parents work with the child.

VII. Mechanics

Braille reading mechanics is the prime target area for consistency between the teacher of the VI student and other personnel who work with the child. It is very important that the child cultivate good habits of braille reading mechanics from the very beginning of instruction. Harley et al. suggest that "mechanics should not be taught in a formal manner but rather . . . the teacher should demonstrate, describe, and suggest techniques as applicable, and at the same time, maintain the focus of the lesson on reading for meaning" (p. 76). Posture, positioning of materials and correct use of the hands and fingers are areas of braille mechanics that should receive extra attention in reading. The list of questions in The Checklist, located at the end of The Manual provides a detailed list of braille mechanics to be aware of during instruction.

The Checklist

To help the reading tutor remember and apply the components of successful braille reading, The Checklist was developed. This list includes simple short answer, yes/no questions that pertain to all the components delineated in The Manual. The Checklist can be utilized in two ways. First, it can be used for initial, beginning-of-the-year self-checks by all those who work with the braille reader. At the end of each reading session or lesson, The Checklist can be quickly completed. It is important to be alert to areas that should receive emphasis in the next lesson--whether it be in the use of the components or in the student's braille reading techniques. It is also important to share the completed Checklist with the certified teacher of the VI to provide her/him with comprehensive feedback regarding areas of need for the VI student as well as to draw attention to instructional needs of the readiing tutor.

Secondly, The Checklist, following an initial period of daily use (for example 2 weeks), can be utilized on a scheduled periodic basis (for example once every 2 weeks) as a means of ensuring continuity in programming.

A major underlying assumption of The Manual is the presence of the opportunity for the braille reader to attend his/her local public school, especially in the early elementary years. Understanding and applying the successful braille reading components by all persons working with the VI student can be one positive step in meeting the braille reader's needs in the rural public school setting.

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P.L. 98-524 OF TITLE II

CARL D. PERKINS VOCATIONAL EDUCATION ACT
1984

GOAL

FACILITATE TRANSITION FROM SCHOOL TO POST-SCHOOL EMPLOYMENT/CAREER OPPORTUNITIES

↑

VOCATIONAL EDUCATION AND/OR VOCATIONAL REHABILITION

(Direct Service) (Reimbursement and/or consultant services)

Handicapped students in vocational education shall receive vocational assessment (Determine vocational interests, abilities, needs)

SPECIAL EDUCATION

Documentation in the MDC/IEP of any adaptation of curriculum/instruction/equipment/facilities to meet the needs of the handicapped students in special education

COUNSELING/GUIDANCE/CAREER DEVELOPMENT ACTIVITIES CONDUCTED BY COUNSELORS TRAINED IN SPECIAL EDUCATION SERVICES

↑

LEA shall provide information to handicapped students and programs of:

1) available opportunities in vocational education no later than beginning 9th grade; and
2) requirements for enrollment.

↑

STATE BOARD shall provide equal access to the full range of vocational programs available to non-handicapped, including:

1) Occupationally specific courses of study;
2) cooperative education; and
3) apprenticeship programs.

→ within the least restrictive environment → Coordinated by

Vocational Education
and
Special Education

ORGANIZATIONAL PLAN (1-'86 to 6-'86)
TO PREPARE FOR FULL PROGRAM FOR '86 - '87

1.1.F HANDICAPPED FUNDING

1. Formulate roster of identified handicapped students by grade level. Definition includes..."because of handicapped condition cannot succeed in regular vocational education without assistance".
2. Develop list of vocational opportunities and requirements for entry.
3. Disseminate to 8th graders and parents.
4. Set up Career Assessment/Interest/Aptitude Evaluation Program on the computer.
5. Assess 9th, 10th, and 11th graders.
6. Develop a Model IVEP which will include the profile of assessment information, the long/short range goals, and the suggested vocational courses.
7. Organize system of including the IVEP in the Annual IEP Meeting schedules.
8. Emphasize the promoting of entry into nontraditional courses and new emerging courses for handicapped and for female students.
9. Consult with teachers and staff.
10. Organize sources of placement possibilities (including on/off campus employment). These sources would include outside agencies who work in the placement of the handicapped (such as Vocational Rehabilitation). Also organize a system of tracking students (address updates within a reporting system which includes post-secondary students).

FUNDING TOPIC: 1.1.F HANDICAPPED FUNDING

FUNDING FOCUS: HANDICAPPED ENTER AND SUCCEED IN REGULAR VOCATIONAL PROGRAMS (With Modifications If Needed) LEADING TOWARD EMPLOYMENT

CRITERIA	OBJECTIVES	OUTCOMES	TARGET AUDIENCE	BEGINNING DATE	ENDING DATE	EVALUATION METHOD
1. GUIDANCE FUNCTION	1.1 Provide Handicapped students/parents information on vocational opportunities and requirements	1.1 Develop and disseminate printed information	Identified handicapped students 8th grade to entry into 9th- and parents	8 - '86	6 - '87	1.1 Copy of printed information and documentation of giving to students/parents (Ex. Using vehicle of IEP Meeting)
	1.2 Assessment of handicapped students interests/abilities/needs	.2 Vocational recommendations for IVEP	9th - 11th graders	"	"	1.2 Computer Profile of each individual student
	1.3 Conference with parents to agree on vocational goals	1.3 Development of IVEP (Long/Short range goals) plus scheduling of appropriate vocational classes	9th - 11th graders	"	"	1.3 IVEP Document (Ex. Using vehicle of IEP Meeting)
	1.4 Promoting entry of handicapped students and female students into non-traditional courses	1.4 Expanding career options and equal opportunities for handicapped and female students	9th - 12th graders	"	"	1.4 Copy of schedules plus documentation of grades in vocational courses
2. INSTRUCTION FUNCTION	2.1 Consultation with vocational teachers concerning needs of handicapped students	2.1 Providing results of IVEP and instructional modifications/strategies (sequential steps/modification of time lines/peer tutors/adapting equipment)	9th - 12th graders	"	"	2.1 Copy of IVEP given to vocational teachers plus documentation of classroom visitations/teacher conferences
3. PLACEMENT/TRACKING FUNCTION	3.1 Provide Placement - Employment or post-secondary opportunities for the handicapped	3.1 Employment placement on/off campus plus summer work programs	11th - 12th graders Post-Secondary	"	"	3.1 Documentation of placements plus coordination with other agencies
	3.2 Tracking of handicapped students	3.2 Follow-up communication with students/employers	11th - 12th graders Post-Secondary	"	"	3.2 Copy of written communication
	3.3 Articulation with vocational teachers and staff	3.3 Integration/communication with all staff members (verification of instructional strategies	Staff	"	"	3.3 Dates of Conferences/Inservice Meetings

A SPECIAL CHILD

From: Academic Therapy Publication
Summer 1971

I know a very special child whose world is upside down.

And often in his classroom, he wears a puzzled frown.

He's criticized for tuning out, accused of never trying.

He's nagged and scolded, begged, cajoled; most kids end up crying.

But oftentimes he just gives up; each task will mean defeat.

He sees a different symbol and hears a different beat.

His No is On, for Was it's Saw, and How sure must be Who.

And 6 plus 6 is 21, 3 9's are 72.

This problem's labeled many things; it matters not the name.

To please his parents, teachers, peers, is this child's secret aim.

Now that we know some ways to help, let's start today, and then.

Through work and understanding love, we'll right his world again.

Dee Shaffer
Learning Disabilities Teacher
Avery Street School
South Windsor, Connecticut

Wednesday, April 23

4:00-5:00 pm

Marty Martinson
Human Development Program
University of Kentucky
Lexington, KY 40506

The Rural Perspective in Special Education Policy: The Assessment of Equity, Efficiency and Choice

Proposal Abstract: ACRES

Evaluation of educational and related human service programs for persons with handicaps can provide information pertinent to the more general policy bases from which specific programs emerge. The principles of policy setting are based upon a philosophy which maximize three values: equity, efficiency and choice. Implementation of services usually involves attempts to measure the value of the polic~~y~~ies and assess their success or efficiency. However, such evaluation efforts commonly generate outcome data related to specific treatments. These data do not related directly to the goals established for the particular policy initiative. Discussion of "policy-relevant" evaluation and monitoring issues and procedures will be the primary focus of the presentation.

Meetings with what was initially called supervisor/counsellors and is now called support/resource person rather than being delegated as weekly or twice monthly have been set up at the discretion of the infant specialist.

A pediatric physical therapist will be training parents in administering the Carolina Curriculum for Handicapped Infants and Infants at Risk. This assessment will be appropriate for our multihandicapped infants. The Carolina Curriculum for Handicapped Infants and Infants at Risk seems to come closest to meeting the needs of the infants/toddlers as well as the parents.

An intensive training program utilizing this instrument will be initiated in our project. This seems also to be synchronous with broadening the resources that the parent will have at their fingertips.

The second parent training model is in conjunction with the Association's seven (7) week summer program. Parents participate in direct course work, classroom practicum and in-services. Northern Arizona University, Flagstaff, provides an adjunct faculty and grants credit toward certification and/or undergraduate degree in special education.

This summer training program is intended to meet the needs of parents, and those employed or wishing to become employed in paraprofessional positions in special education. Specific focus is in working with persons with disabling conditions.

Parents are involved in a daily lecture class during the eight (8) week summer program. NAU provides two (2) courses for credit depending on the background of the participants.

ESE 308 - Teacher Aide Practicum
ESE 399 - Parent Training in Daily Living Skills

The parents are assigned to a classroom so they may receive maximum exposure to conditions known to exist within the St. Michaels population

Several weekend in-service training seminars are incorporated into the training program which covers the etiologies of mental retardation and their concomitants.

St. Michaels provides the teaching facilities and practicum placement while NAU provides an adjunct facility to teach the class.

The Association subcontracts with the Arizona Board of Regents for and on behalf of Northern Arizona University for the seven (7) week summer program.

The Association receives excellent cooperation with the NAU faculty. Each summer the designated faculty advisor is responsible to submit a written evaluation to the Office of Indian Education Programs, Washington D.C., who funds the project. In addition, a professor of special education from Arizona State University provides OIEP with an outside evaluation. Site visits throughout the summer program are made by the Bureau of Indian Affairs Education Specialists.

articulation:
  instructional strategies with all staff
  employment needs of students with staff
  available community agencies with staff and parents
  local district advisory committee input and advice for school program

IMPLICATIONS

Rural areas can implement procedures of the Public Laws. Organization of the procedures can be specifically outlined and direct implementation can be conducted and followed through with by a Cooperative Administrator.

Organization - Cooperative and State Voc Ed
Trial Implementation - two high schools by Co-op Administrator
Implementation of Full Program ('86-'87) - five high schools utilizing Formula Funding combined in the Co-op in order to hire one Staff Member
Tracking of Procedures - by Co-op Administrator with at least monthly school contacts along with reports of hired Staff Member
Evaluation - placement of students
  successful and alternative job choices
  refinement of Career Development Model/Work Experience Program appropriate for each district

Karen S. Newman
Cochise County Educational Services
December, 1985

Conference Keynote Speaker - PAT MORRISSEY - April 24, 1986

I had an awards banquet speech prepared. So, you are right here: An Awards Banquet Speech this morning! But before I get started I think I need to bring something to your attention. I've known Doris for, I don't know...seven or nine years, something like that, and I've known ACRES for a long time, too, since it got started; and I do think that what you do is very important and you certainly have brought impact. Doris sent me about fifty pounds of reports and papers to read in preparation for our visit this morning and there is one thing you all missed, but I feel if you knew about it you would, Doris at least -- I'm referring to the International Flying Chicken Association. The International Flying Chicken Association has been around since 1939 and it is a group of people who have flying chickens, and they have contests. A chicken by the name of Laura-B has the record for the longest distance flown by a female chicken which is the length of a football field. Now if ACRES had been aware of that, I'm sure they would have arranged a special division in the Special Olympics for people who wanted to fly not only chickens but, Doris could have been involved in it and could have had silks for the chickens. I'm sure she could have gotten Purina to make up little packages of chicken feed with ACRES' name on it and I realize that this is an oversight but I wanted to bring it to your attention that the flying chicken contest is in Ohio, on May 15, and if you want additional information I have it in my briefcase.

I'm here for a variety of people: I'm here for myself, but I'm also here for Patti Guard and Lani Florian, and this is the first night I've had as a banquet speaker and about the 100th time that I've been asked to be a substitute. The first time I was asked to be a substitute was back in '74 when I first finished my Ph.D. and I knew I didn't know it all, also my boss at the time said, "I have to go to Ohio State to give this presentation and it'll pay $200 and I can't make it, so you go do it and they'll give you the money," and I said, "No, I can't do it. That's like asking for Henry Kissinger and getting the Under-Secretary of Foreign Affairs!" And he said, "No it's not, it's like asking for Henry Kissinger and getting Mamie Eisenhower." So anyway, I asked a few of my friends who were experts on banquet speaking what good advice they could give me and so I did a survey (I'm looking at the data): 15 said you have to be funny, 10 said you had to be brief, and all of them said don't try to be profound. I never thought those criteria would apply to this morning but it seems to me that the first is dependent upon the sense of humor of the audience, the second would have to be a stop watch with a second hand and alarm and a battery that's not eleven months old, and the third has to do with being up to your personal acceptance of the relative major of your ego strength...depending on the time of day.

I'd like to comment (I can be serious, really), I'd like to comment on four things: 1. The nature of the rural condition; 2. Some differences between special ed. and rehabilitation that I'd like to bring to your attention and their implications for serving disabled persons in rural communities; 3. A brief overview of OSERS' efforts in rural special ed. and rehab.; 4. Suggestions about ACRES' future. I think one of the things that affects those of us who are not rural when we visit rural programs, and even when I watched Dan Rather's special on rural America, is that in rural America the first order of priorities are clearly defined: food, shelter, clothing, education, and jobs - that's all very important. And nobody gets lost on issues like my valise, VCR's, or the latest film. I think that this is good, that in rural America, at least in this day and age, our priorities are addressed in proper perspective. The second thing I think one observes when we visit rural programs is that the individual is valued in a rural community in two contexts: one, as a resource for everybody else; and, as a friend to be assisted in a time of need...that too is very good. The third thing that I've observed is that people use effort, common sense, and experience to make up for limited resources; that too is very good. And, the fourth thing that one sees over and over again is that sharing is a characteristic of rural communities in all types of settings and all types of situations. I think that these are the strengths of rural communities and that they contribute to the development of effective programs for disabled people in spite of shortages of funds or even in spite of shortages of people with specific sets of credentials.

Now, I would like to comment on some differences between special ed. and rehabilitation, and I did not have sufficient time to develop these as fully as I'd have liked because I thought I had until tonight, but now if you'd like to sit next to me at dinner maybe I'll have some other ideas. The first category includes positive differences between special ed. and rehabilitation. PL 94-142 is an entitlement program, even if the label "entitlement" isn't used that's what it is. Every handicapped child is guaranteed a free public education, and education is guaranteed for every child in the Constitution, so there is no debate as to whether somebody will or won't get an education. The rehabilitation program, on the other hand, is an eligibility program, and in order to benefit from rehabilitation you have to be disabled or disability has to be an impairment to your ability to get a job, and with rehabilitation it becomes likely that you will be able to get a job. Now, if you meet all three of those requirements and, in addition, apply for Rehab.'s services, you will receive services. Under the Rehabilitation Act any disabled person who contacts a rehab. office is entitled to an evaluation. And, the counselor is the one who ultimately makes the decision from that evaluation information as to whether the person meets those three criteria; so, there is both substantive and subjective as well as state pressure, deciding who and what will get served if you are labeled "eligible" and you get services. If you are not labeled "eligible" you don't get served and in some states where selection is in effect, which means you're only served with limited money, you know you can't serve everybody so you set up an order of selection serving only the severely disabled first. In that case, you could be considered eligible, but because you aren't severely handicapped you will be put aside for awhile. And I think that obviously that difference, between being an entitlement program and an eligibility program, impacts and frustrates people trying to serve kids ready to go to other environments outside of education.

Another difference between special ed. and rehab. is the decentralized nature of education and the centralized nature of the rehabilitation. There are many things attached to that difference. In education, as you all know, the federal contribution is 9%. School boards who voted on a state level have an impact on global policy and have considerable bucks going in terms of a generalized education program on a local level. Rehabilitation, on the other hand, is basically state programmed. Everybody who's a rehab. counselor is a state employee; everybody who's a rehab. counselor in a district office is an employee of the state, not an employee of his own elected local school board. On the funding side in special ed. it's about 8% to 9 1/2% contribution by the Federal Government. In a rehabilitation program, contrast: the federal contribution is 80%, states are only required to put up 20%. Another difference is the number of people served annually. There are about 4.3 million handicapped kids served each year and 1 million disabled adults served each year. So, if you figured you had about 1 million leaving school every year, and the rehab. program serves a million kids and people and only a certain percentage of those are between 18 and 25, you can figure out the odds of getting service if you just look at it from the numbers perspective. PL 94-142 is rather prescriptive. It has requirements that everybody has to follow to be in compliance with the law. The Rehabilitation Act is also a federally driven mandate and has substantive requirements, but it is also administratively very flexible so that you have a situation where you have general policies from the Federal Government. PL 94-142 is much more prescriptive than the Federal Rehabilitation Act.

The final difference that I'd like to mention is that I think in special ed. we've all made an investment to be used. Parents, administrators, and teachers are a part of the process, although the teacher might get a big, big chunk of the burden after the plan is developed. The rehab. counselor is also under a tremendous amount of discretion and the rehab. counselor is like a burglar. In many states the rehab. counselor gets a poorly allotment which he or she spends on their pay slip, and how they spend it within state guidelines or bottom lines is left to their discretion. Their bottom line is obviously getting people out into the work force. In most Rehab. District Offices I've been in, everybody has a blackboard where he can record what stage or status people are in within the system, and the bottom line is Closure 2 - Competitive or Out of Employment - and so there are some different dynamics operating between being a special ed. teacher and being a rehab. counselor.

In preparation for this evening's banquet, I also did a little analysis just to show you that I wasn't in an armchair the whole time. I want to comment on some statistics that were published in '83 on rural rehabilitation. There is a Rehab Brief that was done in '83 which summarized two projects at the University of Arkansas Rehabilitation and Training Center, and I think they still have copies of them around and I think there's a lot of value to the data that they report. But briefly, I think these are useful now. For instance, if you have to make a case for a program in your area 12.75% of non-farm rural population is disabled. In addition, 12.6% of the farm population is disabled, and 8 1/2 million disabled Americans live in all rural areas. These data are based on information collected in 1982. In the project they surveyed 450 disabled adults in rural areas in four states including Texas and Arkansas. The most frequently reported disabling conditions were: 25% of the people reported arthritis as a problem, 48% reported vision, and 41% reported mental health problems; these are for adults. The same adults were in their socio-economic status review and it is determined that the average income of 60% of these 450 disabled people was $6,000, 25% of the sample had less than $3,000 income annually, 12% of the 450 people worked full time, 8% worked part time, and 69% had never worked. On the question of whether or not they would use Vocational Rehabilitation services, 60% were aware of VR, 17% had applied for VR services, and 60% of those who did not apply were interested in obtaining services, which seems to at least partially counter the argument that people don't want to seek services from anything that's considered social service or state programs. This sample also reported a series of problems that they encountered in their daily living. There were 14 items that I think were interesting and again, I think that we can get you copies of reports if you want to write to me: 38% of the sample reported physical and emotional problems which are the major concern, 34% had concerns about housing and yard work (These people all sound like they had a garden, I mean I would like to have a garden. I had these tomato plants on my porch in graduate school and I became very friendly with the guys who lived behind us and they thought it was marijuana and that's why I planted it. When they saw the tomatoes I said, "Well, it's a hybrid you know."), 29% reported employment as a serious concern, 27% reported limited mobility, and the list goes down from there. People were concerned about school and driving; ability to communicate with others was rated about 26%, 5% were concerned about special education, and 9% were concerned about their inappropriate behavior. The implications of this sort of hodge-podge of information I think are easier for you to derive than me, these are just some things I would like to share with you.

I think that mobilization of community resources and the use of ingenuity is critical, particularly when you're serving disabled adults because you don't have an infra structure comparable to a school. You probably have one rehab. counselor and so it's a burden on you to be creative and marshall resources. This burden is even greater when serving disabled adults. I also think though that counselors have experience and training in mobilizing. If they get something inexpensive that's good for their client they're going to do that because that means that their total allotment goes further. So, I think that you need to identify rehab. counselors who can assist. In the survey I've reported on, of all the people who had applied for services through Rehab. 90% were accepted. Now the sample was small but it certainly indicates that these people were eligible and ultimately did get service.

I don't know this for a fact but I suspect that in a lot of cases rehab. counselors are from the communities where they grew up, which I think is a plus. Most of the people that I've talked to that were rehab. counselors, when asked, "Where do you come from?", they say, "Well, I come from here." I recommend that ACRES organize a Rural Job Bank for Counselors. If somebody from a rural area feels comfortable about living in a rural community they may want to try another rural community, and I think that also works to field advantage. The first question that I always get when I go anywhere in a rural area is, "Where are you from?", and that causes a lot of problems because I've lived in almost all fifty states, and by accident my Dad retired in one place and I guess that was home. But, I think that if you can't say, "Well, I'm from here," but you have to say from so-and-so and such-and-such and that also is a rural community, that may save you a couple of months in terms of building a relationship. I think if it's at all possible to mobilize community service clubs around jobs for the disabled, with all these private industries popping up all over (technology being one area), I think that the country is "in" (with physical fitness and home-made stuff) and you need to promote that. I saw a woman on the plane yesterday that had three of the ugliest looking home-made bookshelves I've ever seen and she said, "I bought them at an antique auction." I mean there's a lot you can exploit.

The last point I want to make related to the comparisons of rehab. and special ed. is that regarding the world of work, which is the transition movement you may or may not know about, is a phenomenon that's occurred to a major extent because handicapped kids would grow up, some he-men (and I don't know what to do with these) and they looked around and they didn't see what they wanted, and so they promoted this idea of transition to work and community. Well, I think the same thing is true of rural special educators. As your kids grow up and you discover that their needs are different, I mean 16, 17, 18, 19, and 20, you are going to (just as a natural course of events) go into a different kind of business transition, and that's not bad, I mean that is also good.

Now, the OSERS has information about rural in the area of how to assist rural communities serving disabled people. Evidently since 1983, the Secretary of Education has had an annual report of Education and Rural Communities. Now, it's a rather bureaucratic document (I read it on the plane yesterday) but I read the section that has rehab. in it and special ed., and the National Institute of Handicapped Research, and what they do is literally require agencies to identify things that they are doing to assist and develop rural communities. Now it doesn't have a lot of information for a project, but it has a contact person, the amount of federal money that is spent, and the types of programs that are being operated. I think it's a useful document to have. In rehabilitation we also have a $1.5 million Migrant Rehabilitation program. (I don't know that a state received grants this year but they're issued for 3 years and no less than $450,000.) One of the major concerns with us, and in our program, is that by the time one state's migrant program identifies, evaluates, and develops an individualized rehabilitation plan for a migrant, the migrant will move some place else, and there may or may not be a reciprocal grant. This program has been going on for, I would say, for at least since '76.

Special ed. commitment to rural assistance to me is very impressive and I've got page after page of modules that have been developed to help special educators in rural areas as well as those that are in development, and I'll be glad to leave that with Doris. But, I think they are very valuable documents, and also it's my understanding that rural education is a priority of the Office of Special Education programs and that's not likely to change, I don't think. If I may be political, Congressman Pat Williams from Montana is very interested in rural areas and I would guess that the interest and then the commitment to programs in rural areas will increase, in time, because of his concern. I've worked with him on the Republican side for two and a half years and I know every piece of legislation we worked on. There was increased attention to rural communities even in the National Endowment for the Arts, the National Endowment for the Humanities, the authorization, and there was also increased attention to rural areas in the Rehabilitation Act. I think it's all positive but I think also on the rehabilitation side, I think we invest about $9.6 million of $22 million in money specifically in rural areas.

Because of the way that the rehab. state systems have shut out, I'm not so sure that the special ed. initiatives identified that this rural initiative was the answer. I think it's just important to roughly state an impact on what they're doing and that they are certainly a vehicle that you have to do, but just because we've identified $9.6 million that it's living money specifically used for rural areas, there's no reason why you can't also zero in on the rest of it and use the independent living programs to reach more disabled people.

Now let me make a few comments on ACRES in the future. What that suggests is probably none of my business either, but you might find you'll change your name. I know ACRES is great, but you know rehab. is not in there. Maybe, depending on your audience, you could have the "R" stand for "Rural" on some cases and "Rehabilitation" on others, but I think that that is something (if Jerry Fallwell can change his name to any foundation or federation) you might want to plan for. I think ACRES has made an energetic and effective impact on special ed. and it's time to fully translate this success into dealing with Vocational Rehabilitation.

There are many strategies that one could use to make this happen. The first thing that you have to acquire in order to impact on rehabilitation is to understand how the system works in your state or at least in your district. That's a local matter. The second thing - your association I suspect already does have a very effective spokesperson for your program in D.C. - is to develop a knowledge of different calendars. The calendar of your State Legislature, the calendar of the U.S. Congress, the calendar of the Department of Education. I mean I found out three weeks ago that June 1st is the deadline for setting priorities for special ed. programs. Well, I am not an intrinsic bureaucrat, I'm not even an extrinsic bureaucrat, but you know I didn't know that that date was coming and evidently it was changed from last year to this year because they want to get all the information in the system earlier so that they can get grants and contracts out before September 30, but I think if you know that, then you know how to impact on the system.

Another thing that I think that you could do to make a mark on rehabilitation is to do an annual report. Even if you haven't invested heavily in rehabilitation at this point it probably would make some sense to do an annual report in which you gave emphasis to transition effort, which will show or give examples of where people have developed effective work programs. When people write annual reports they shouldn't get too worried about whether they're sufficiently representative, if they're totally valid for all kinds of purposes, but provide an honest answer. They should give a guesstimate on what you know, that they should label it as such, but I just think of how many kids are being screwed in certain settings. What causes problems? Do they have successes and why do they work, and if the answer to the last question is because so-and-so really has their act together 24 hours a day, then you ought to say that, because then you set up realistic expectations for the other guy who knows that if he wants to set up programs to get kids a job in the community, he may have to teach him to drive, he may have to fix the car if it breaks down, and he may have to be available 24 hours a day. Now, if he doesn't want to do the things at least you're being honest with him.

I think another thing that's important is cooperation. Your organization, more than any other organization in the country, has made a serious investment in dissemination of what works. I think you've got one cookbook after another and I think that that could be useful to people in other settings. You have a big problem to solve nationally or in the state or even in your local community. Form a collaboration with the guy who you know is working in rural there, and give them one of your resource panels, because some of ACRES information is basically good stuff, such that other people could benefit from it, whether they're in an urban ghetto or even in a suburb that has an incredible tax base. I'm repeating myself here, but I think that you need to really look into rehab. in addition to getting to know your local friendly rehab. counselor. Learn how your system works in your state and take advantage of it. Many states have invested state dollars in the independent living programs and there are many more now than there were when the program was established in 1978, from 156 federally funded centers and I think the actual number now is about 500 to 600. Oklahoma for example, went from, I think, $600,000 state investment to a $3.2 million dollar investment in one year because they thought it was such a good idea.

Let me tell you a little bit about some rehab. special interest categories with priorities that you might want to tap into that are directly linked to rehabilitation and rural communities. One is that we have recently funded a program for blind elderly. It's a $6.6 million dollar program and I think it's important you be aware of it. It was obvious that the data from which I reported earlier indicated that there are a lot of people with vision problems in rural areas. Also, it indicated there were a lot of people in rural areas with disability problems who are old folks, so I think that the rural communities would certainly have large numbers that would benefit from programs specifically designed for blind elderly. The issue is supported work. Supported work is being seen as something that might serve the severely mentally retarded. But I think so many people have decided that it's a good idea that in essence the context is running much further by the time it is fully implemented. There are $5 million in ten projects right now, these projects will be funded for 5 years, some of which are in rural states (e.g., Minnesota and Virginia). But in addition, there are $9 million dollars in new state money that's going out this summer to help states plan to develop a statewide program for supporting employment. I know that the National Head Injury Foundation is interested in the cost of the supported employment and wants to, in fact, be able to access it. The chronically mentally ill are already benefiting from supported employment, so I think to develop an awareness of supportive employment models (and there's also all kinds out there) will also put you at an advantage position.

We also have a $2 million dollar recreational program, 10% of that money being spent specifically and exclusively in rural communities, and I mentioned to you the migrant program and the Indian program. But all these programs that I mentioned are competitive so if you send in a good application you stand a chance of getting funded because I think that the competition is not that fierce, particularly for the migrants and the Indians.

I really do appreciate this chance to share a few thoughts with you this morning, and what you do does make a difference. So my famous point: You convert the problems, the challenges via your rich human resources and have tremendous talent which transcends the meaning and the utility of the dollar. You shape programs for kids, not kids for programs. Where there's despair you offer hope, where there is hope you have offered a hand, and with your hand you teach self-respect, self-confidence, independence, and self-reliance. Where there is self-reliance you offer choices, choices that have changed the face of rural America. And, rural America is where those with disabilities and their able-bodied neighbors work together for the betterment of all. Thank you.

CONCURRENT SESSIONS
THURSDAY, APRIL 24

9:30 - 11:00 AM

Thursday, April 24

9:30- 11:00 am

An Alternative to the Delivery of Itinerant Services to Rural & Remote Areas

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The delivery of health & other related services to rural and remote areas has been recognized as a problem for some time. Delivery systems such as block scheduling, development of medical models, & even bussing of students have been employed; and, in some instances have been successful.

The most common of all these different delivery systems is the use of paraprofessional (aids) in the delivery of these services. Paraprofessionals have been used in many situations dealing with vision and hearing screening, immunization programs and as supplements to itinerent personell.

This program will discuss the guidelines for the selection, training and use of paraprofessional personell in rural & remote areas. The authors of this paper have been involved in the selection, training & use of these personell in the delivery of speech and hearing services 15 years.

The senior author has been involved in training Paraprofessional individuals from Southeastern Ohio (Appalachia) to Dawson Creek, B.C. Canada. It is the intent of the authors to present differing models of delivery of these services, to different geographic and demographic areas.

Discussion of service delivery will range from serving remote areas (San Juan Islands) to serving geographically prohibitive areas (Omak, Okanogan). Other models will be presented as well.

Finally, a research report regarding the cost effectiveness and program efficiency will be presented. This study was conducted over a three year period (Title IV c) and has demonstrated better cost effectiveness and an alternative to some of the problems faced in the delivery of services to rural and remote areas.

Title: A Rurally Based Interaging Preservice Training and Service Delivery Model in Communication Disorders

Author: William H. Meyer, Ph.D., University of Wisconsin-Stevens Point

BACKGROUND

In 1975, the Education For All Handicapped Children Act (PL 94-142) was signed into federal law. As a result of this legislation, local school district's must make services available for all handicapped children who require special education and related services. If the local district does not directly provide the services, it must make them available at public expense and under the district's supervision and direction. The "contract arrangements", which have existed for years on an informal basis between local education agencies (LEAs) and training programs, now require written agreements where none existed before or added provisions in existing agreements in order for the local district to comply with the law and be eligible for reimbursement of costs.

Because of the informal service agreements that historically existed between training programs and LEAs, many training programs lost a significant segment of their speech-language handicapped clinical population as LEAs began to make the program changes mandated by PL 94-142. More often than not, the LEAs began to assume full responsibility for serving these children rather than sharing it with the training programs as had been the situation in the past.

STATEMENT OF THE PROBLEM

As rurally based LEAs attempted to absorb the caseload of children with Exceptional Education Needs (EENs) in speech-language in those communities that also had communication disorders training programs significant problems arose for both areas. The LEAs were having problems funding and finding qualified clinicians to add to their staff in speech-language to service the increased population. The population size grew for two reasons. First, the local schools were preparing to serve children that had previously been served through the training program's practica. Second, the schools were no longer permitted to have a waiting list of children needing special education services. The problem of finding qualified clinicians became (and remains) particularly acute in rural communities because these professionals often prefer to locate in metropolitan communities.

The training program's primary problem was that it was no longer able to provide practicum experiences with school-aged children who displayed more than a very minor disorder of communication (i.e., nonEEN children). This condition caused further problems particularly for those student clinicians who were interested in becoming certified to work in the public schools. They arrived at their school practicum assignment and did not have any experience with the very population they were then expected to serve. Therefore, the clinician on site was expected to provide more supervisory time and support to help the unprepared student clinician cope with the complex caseload. The student clinician also did not normally have any previous practicum experience in preparing Individualized Education Programs (IEPs) which are also required of the LEA under PL 94-142.

A SOLUTION TO THE PROBLEM

Training programs must provide practicum experiences for their student clinicians which include school-aged children having an EEN in speech-langauge (as well as perhaps other areas) and an opportunity to work with children's IEPs. These practicum experiences should preceed placement at a school site. The training program cannot pass these early training responsibilities on to the LEA. Of course, to the degree that a training program works with children displaying an EEN, the LEA is also helped in meeting its obligation to PL 94-142.

Recognizing the mutual benefits of cooperation between the two agencies in serving children with an EEN in speech-language, the training program and LEA in Stevens Point, Wisconsin, intiated a cooperative program in 1976. The necessary documents were drafted and agreed upon so that the practicum students in the training program could provide services to EEN children, have involvement in developing these childrens' IEPs and participate in their multidisciplinary staffings. The services are provided at the training program to a varied caseload without charge to the family. The LEA provides transportation for the children, pays a fee negotiated in the agreement, and provides one full-time clinician as liaison for the program and assignment to practicum supervisory duties in the trianing program. The LEA is reimbursed for this program through Wisconsin Chapter 115 as it is for other programs of direct service.

This session will provide an opportunity for the author to make the success of this program known and describe its organization and operations. Copies of the actual agreements will be available for session participants.

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Title: PROJECT PAVE (Parents Are Volunteers who Excel)

Project PAVE (Parents Are Volunteers who Excel) is a special project of the Family, Infant and Preschool Program (FIPP) at Western Carolina Center, a regional facility serving handicapped persons in western North Carolina. FIPP is the early intervention program component of Western Carolina Center. The Director of FIPP is Dr. Carl J. Dunst, who also serves as Project Director for Project PAVE. Project PAVE is completing the third year of a three-year Personnel Preparation Grant through the Office of Special Education Programs in the U.S. Department of Education.

The major purpose of Project PAVE has been to train parents to function as support personnel in classrooms serving handicapped preschoolers. The parents receive training in three major areas: conducting classroom activities (e.g., group time and snack time), teaching children targeted behaviors (e.g., cup drinking and incidental teaching), and monitoring child progress in terms of attainment of targets. A trainer-of-trainers model is used by Project PAVE. Each parent participating in the training trained 2 to 6 other parents. A total of 166 parents and other volunteers have been trained over the course of three years. These 166 parents and other volunteers provide services to over 730 children in more than 55 classroom-based programs. The programs served include parent operated preschool classes, community based parent-child groups, developmental day care centers, Head Start programs, public schools and other sites which serve handicapped and nonhandicapped children.

Organization is the key word when implementing the Project PAVE training model. In order for a volunteer to feel his time is being used wisely, it is beneficial to have a training program that is fast, easy, and efficient. The first step is to identify the training site, teachers who are interested in participating, and potential volunteer trainers. The next step is to train the volunteer trainer. After training the volunteer trainer, other parents are recruited as volunteers during a volunteer information meeting. A time commitment is made and on-the-job training begins.

Effective volunteers are well trained volunteers. A well trained volunteer is a person who can efficiently manage a classroom task in a manner that benefits both children and staff. A key element to effective training is the use of performance checklists.

Performance checklists represent a simple yet highly efficient method for training volunteers to perform in a manner that results in high quality programs. Performance checklists delineate the specific behaviors which constitute the elements of quality intervention. Checklists are no more than task-analyses and criterion-referenced measurement scales that detail the steps that volunteers follow in carrying out specified classroom activities (e.g., snack time).

Performance checklists for different types of classroom routines are purposively kept simple so that persons with different levels of parenting skills, volunteers having different levels of formal education, and volunteers being asked to function in different support capacities and settings, can all be trained to be effective classroom volunteers. The content of the performance checklists, and the methods and strategies for training volunteers to carry out the routines, provide both structure and concreteness to what constitutes quality performance. Performance checklists operationally and behaviorally define what is expected, how to perform assigned duties, and what constitutes expected outcomes. The simplicity of performance checklists make them useful in different settings and situations: with different groups of individuals; for meeting the needs of individual children; and especially useful as a method for training volunteers to function as support personnel in preschool settings. This training model has highly generalizable features and wide-spread impact for training volunteers.

Three types of routines and performance checklists are used in training parents as support personnel to professional staff. The routines are called classroom routines, teaching routines and child assessment checklists. Classroom routines correspond to activities typically included as part of the classroom schedule (e.g., group time and snack/lunch time). Teaching routines are designed to enhance the parents competencies in skills in affecting the behavior and development of the children they will be working with (e.g., sit-watch and incidental teaching). Child assessment checklists are designed to provide a means for the ongoing monitoring of the progress of the children being served. These routines also provide a basis for assessing the extent to which teaching routines had the impact intended. These routines are used as training tools for parents in an on-the-job training fashion. The training method employed by Project PAVE occurs in an on-the-job manner where "real-life" classroom situations are used as the context for training volunteers in the skills necessary to become efficient caregivers.

In summary, performance checklists provide an objective basis for both deciding what constitutes quality performance and the means whereby quality performance can be operationally and behaviorally defined as the ability to carry-out and implement routines. Performance checklists serve three major functions: (a) they define for the parents what constitutes quality care (operationally defined as the mastery of the behaviors of the checklists), (b) they allow immediate feedback to be provided for parents regarding how well they implemented the routines, and (c) they serve as measures of how well activities are being operated as planned. This method of training is expected to occur both quickly and efficiently; and with high levels of performance maintained over long periods of time. With training occuring "on-the-job" and with immediate feedback to volunteers, teachers and volunteers can receive personal satisfaction with their efforts. The Project PAVE training method encourages parent/professional partnerships which result in greater communication between the respective partners. This will enable enthusiasm, interest and excitement to remain high and provide a rewarding experience to all involved.

TEACHING ROUTINE: INCIDENTAL TEACHING

Volunteer: ______________________

Observer: ______________________

Date						
Activity ...						

DID THE VOLUNTEER:

1. Select a variety of toys and activities that are appropriate for the children and that the children enjoy?						
2. Allow each child to choose the toy he/she wants to play with?						
3. Pay attention to what the child is doing (e.g., smile, comment, join the activity)?						
4. Encourage the child to practice/continue his play activity?						
5. Get the child to elaborate on what he/she is doing (e.g., do something different with same materials, use words in combination, describe what doing in more detail)?						
6. Encourage the child to practice/continue the new skill?						
7. Smile or praise the child for his attempts or mastery of a new skill? Ensure that the activity is reinforcing and fun to the child? ...						

Did you complete each of the following steps in training the volunteer using this teaching routine for incidental teaching?

_____ 1. Review the steps in the teaching routine with the volunteer.
_____ 2. Have the volunteer use the teaching routine to observe the volunteer trainer in the classroom.
_____ 3. Discuss the implementation of the routine with the volunteer.
_____ 4. Use the teaching routine to observe the volunteer implementing the routine.
_____ 5. Review the steps of the teaching routine with the volunteer. Indicate in the blocks beside each step:
***=(Completed Well)   NI=(Needs Improvement)   NA=(Not Applicable)**
_____ 6. Discuss strategies for improving necessary steps with the volunteer.
_____ 7. Continue to use this teaching routine as a training tool until the volunteer has completed all steps well.
_____ 8. Maintain the volunteer's skill level by providing positive feedback as often as possible.
_____ 9. Periodically use the teaching routine for determining the need to reimplement training.

Figure 3. An example of a checklist training tool

TEACHING ROUTINE: SIT AND WATCH

Volunteer: ______________________________

Observer: ______________________________

Date						
Activity						

DID THE VOLUNTEER

1. Demonstrate understanding of behaviors that are appropriate and inappropriate for individual children?						
2. Consistently use sit and watch to handle disruptions when appropriate?						
3. Sit the child at the edge of the activity so that he is within view and can see or hear the activity?						
4. Using a calm manner, tell the child (in words or signs that he understands) what he did wrong and what he should have done?						
5. Tell the child to sit and watch the other children playing nicely, sharing, taking turns, etc.?						
6. Explain that when the child is ready, he may return to the activity?						
7. Avoid making any eye contact or reference to the child in sit and watch?						
8. Praise the child for rejoining the group?						
9. Invite the child to join the group after 1 or 2 minutes if he did not return on his own?						

Did you complete each of the following steps in training the volunteer using this routine for teaching?

_____ 1. Review the steps in the teaching routine with the volunteer.
_____ 2. Have the volunteer use the teaching routine to observe the volunteer trainer in the classroom.
_____ 3. Discuss the implementation of the routine with the volunteer.
_____ 4. Use the teaching routine to observe the volunteer implementing the routine.
_____ 5. Review the steps of the teaching routine with the volunteer.
Indicate in the blocks beside each step:
*=(Completed Well) NI=(Needs Improvement) NA=(Not Applicable)
_____ 6. Discuss strategies for improving necessary steps with the volunteer.
_____ 7. Continue to use this teaching routine as a training tool until the volunteer has completed all steps well.
_____ 8. Maintain the volunteer's skill level by providing positive feedback as often as possible.
_____ 9. Periodically use the teaching routine for determining the need to reimplement training.

CLASSROOM ROUTINE: GROUP TIME

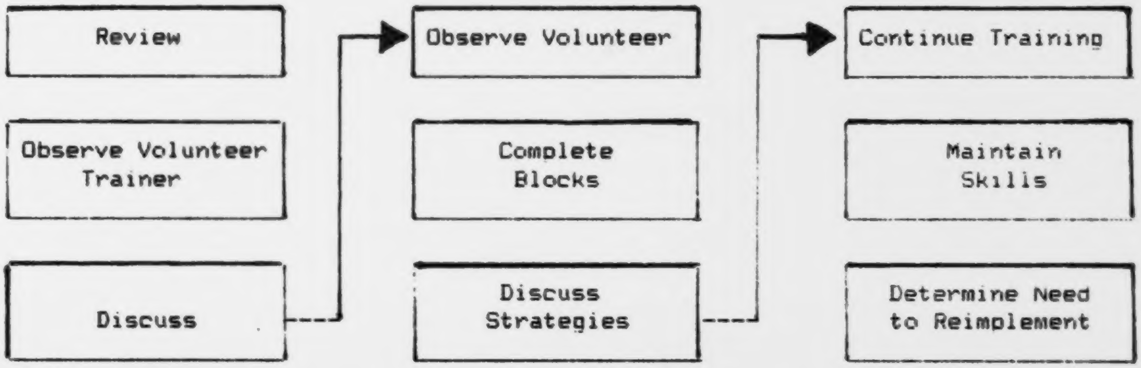
Volunteer: ______________________
Observer: ______________________

Date						
Activity ...						

DID THE VOLUNTEER:

1. Prepare space and materials before children arrive at the area?						
2. Greet children as they arrive and get them started on the activity or talk to them until the rest of the children arrive?						
3. Give instructions using language the children understand?						
4. Encourage children to communicate to get materials, ask for help, talk about activity, etc?						
5. Answer children's questions appropriately?						
6. Encourage children to watch/talk to work with each other?						
7. Praise the good things the children do?						
8. Show enthusiasm amd make the activity fun for the children?						
9. Try to get all the children involved in the activity?						
10. Tell children they had 3 more minutes with an activity?						
11. Encourage children to help with clean-up?						
12. Tell children where they go next?						

Did you complete each of the following steps in training the volunteer using this classroom routine?


Review
Observe Volunteer Trainer
Discuss
Observe Volunteer
Complete Blocks
Discuss Strategies
Continue Training
Maintain Skills
Determine Need to Reimplement

CLASSROOM ROUTINE: TRANSITIONS

Volunteer: ______________________

Observer: ______________________

Date						
Activity ...						

DID THE VOLUNTEER:

1. Give a three minute warning that activity will end to the group of children or to manager of next activity?						
2. Give clear instructions for clean-up?						
3. Give clear instructions where to go next?						
4. Immediately send children who finish clean-up first to next activity?						
5. Use transition as a teaching opportunity?						
6. Praise appropriate behavior?						

Did you complete each of the following steps in training the volunteer using this classroom routine for transitions?

_____ 1. Review the steps in the classroom routine with the volunteer.

_____ 2. Have the volunteer use the classroom routine to observe the volunteer trainer in the classroom.

_____ 3. Discuss the implementation of the routine with the volunteer.

_____ 4. Use the classroom routine to observe the volunteer implementing the routine.

_____ 5. Review the steps of the classroom routine with the volunteer. Indicate in the blocks beside each step:
***=(Completed Well) NI=(Needs Improvement) NA=(Not Applicable)**

_____ 6. Discuss strategies for improving necessary steps with the volunteer.

_____ 7. Continue to use this classroom routine as a training tool until the volunteer has completed all steps well.

_____ 8. Maintain the volunteer's skill level by providing positive feedback as often as possible.

_____ 9. Periodically use the classroom routine for determining the need to reimplement training.

CHILD ASSESSMENT CHECKLISTS: SIT AND WATCH

Volunteer: ______________________________

Observer: ______________________________

Date						
Child						

DID THE CHILD:

1. Attend to the caregiver's 2 warnings?						
2. Sit in chair on caregiver's command?						
3. Require physical prompts to sit down?						
4. Remain in seat for at least 15 minutes?						
5. Watch the activity in progress?						
6. Voluntarily rejoin the group or indicate he was ready?						
7. Play nicely when back with the group?						

Did you complete each of the following steps in training the volunteer using the child assessment checklist for sit and watch?

_____ 1. Review the steps in the child assessment checklist with the volunteer?

_____ 2. Have the volunteer use the child assessment checklist to observe the child during the sit and watch teaching routine?

_____ 3. Discuss the implementation of the checklist with the volunteer?

_____ 4. Discuss strategies for continuing the sit and watch teaching routine?

_____ 5. Continue to use the teaching routine until the child has completed all steps in the child assessment checklist?

_____ 6. Periodically use the child assessment checklist for determining the need to reimplement the teaching routine?

CLASSROOM ROUTINE: SNACK/LUNCH

Volunteer: ______________________

Observer: ______________________

Date						
Activity						

DID THE VOLUNTEER:

1. Assist children in washing hands before lunch?						
2. Talk to the children at the table and encourage them to talk with one another?						
3. Encourage and demonstrate table manners?						
4. Encourage independence in opening cartons, eating, drinking, pouring, cutting, cleaning up, etc.?						
5. Offer help to children who need it?						
6. Praise the good things the children do?						
7. Make snack/lunch enjoyable for the children?						

Did you complete each of the following steps in training the volunteer using this classroom routine for snack/lunch?

_____ 1. Review the steps in the classroom routine with the volunteer.
_____ 2. Have the volunteer use the classroom routine to observe the volunteer trainer in the classroom.
_____ 3. Discuss the implementation of the routine with the volunteer.
_____ 4. Use the classroom routine to observe the volunteer implementing the routine.
_____ 5. Review the steps of the classroom routine with the volunteer. Indicate in the blocks beside each step:
***=(Completed Well) NI=(Needs Improvement) NA=(Not Applicable)**
_____ 6. Discuss strategies for improving necessary steps with the volunteer.
_____ 7. Continue to use this classroom routine as a training tool until the volunteer has completed all steps well.
_____ 8. Maintain the volunteer's skill level by providing positive feedback as often as possible.
_____ 9. Periodically use the classroom routine for determining the need to reimplement training.

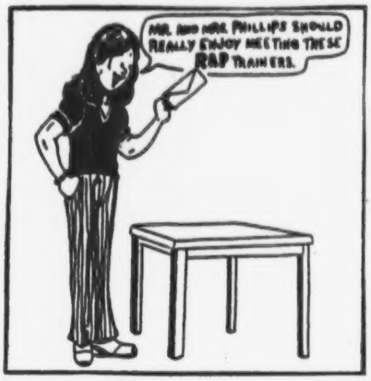
Presentor : Susan P. Waldrop
Focus, Inc.
2917 King St., Suite C
Jonesboro, AR 72401

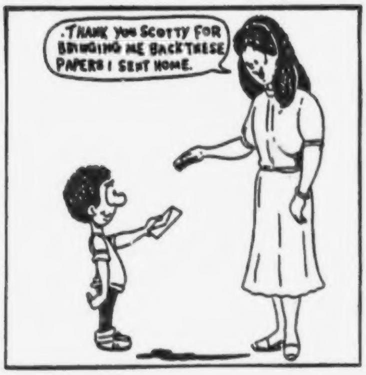
Title: PARENTS AS PARTNERS: A RURAL INTERVENTION MODEL

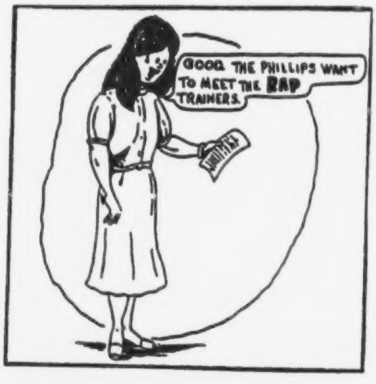
The Rural Arkansas Parent Training Program coordinates the efforts of parents and teachers of children who receive special education services. The program trainers, responsible for this coordination, strive to improve the educational performance of each child diagnosed as having a mild handicapping condition. They follow a set of procedures, described in this paper, which enables parents to provide their child with a structured program of reinforcement and instruction.

THE FIRST MEETINGS, OR LET'S GET TOGETHER AND "RAP"

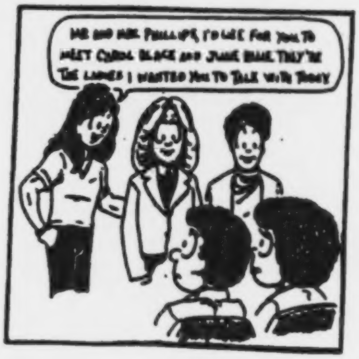
Each parent of a child who is mildly handicapped learns of the RAP Program through materials from the teacher resource room. The parent(s) must give written permission to the program trainers to attend the scheduled IEP conference and to review the IEP goals and any evaluation results. For the parents who agree to meet with them, the trainers explain the program briefly, the amount of time involved and offer the parents the opportunity to participate.

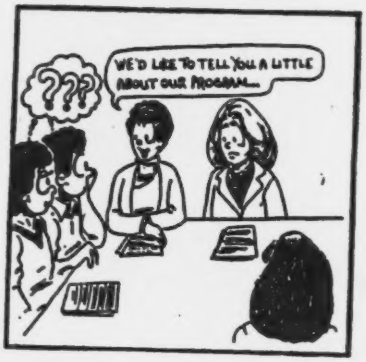

MR. AND MRS. PHILLIPS SHOULD REALLY ENJOY MEETING THESE RAP TRAINERS.

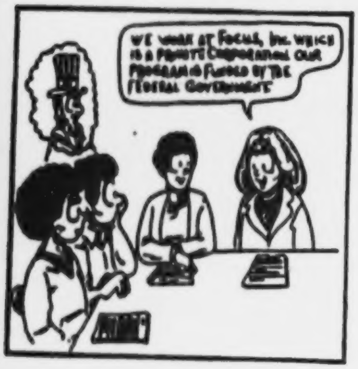

THANK YOU SCOTTY FOR BRINGING ME BACK THESE PAPERS I SENT HOME.

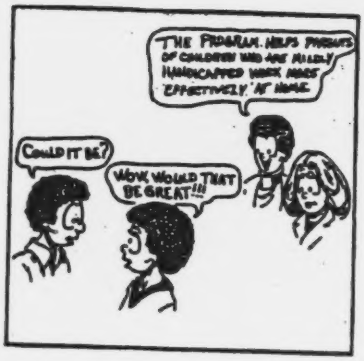

GOOD. THE PHILLIPS WANT TO MEET THE RAP TRAINERS.

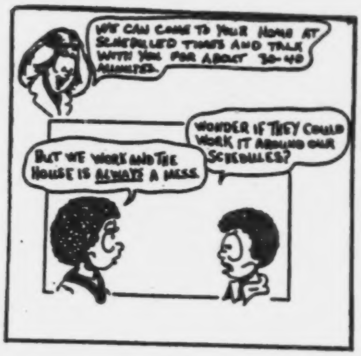
Later in the IEP Conference

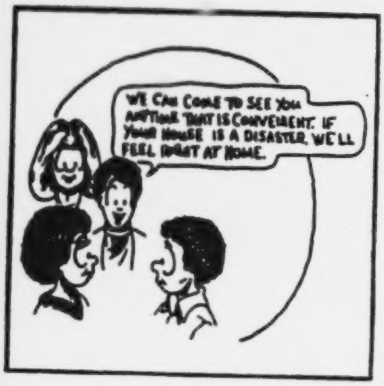

MR AND MRS. PHILLIPS, I'D LIKE FOR YOU TO MEET CAROL BLACK AND JANE BLUE. THEY'RE THE LADIES I WANTED YOU TO TALK WITH TODAY

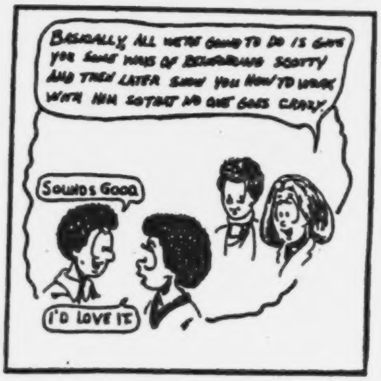

???
WE'D LIKE TO TELL YOU A LITTLE ABOUT OUR PROGRAM...

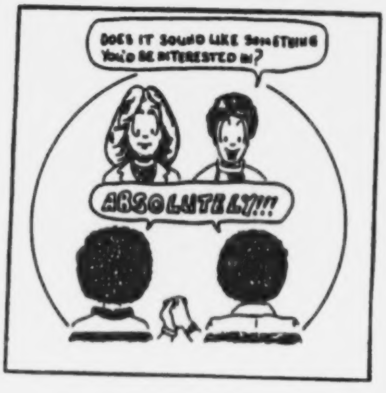

WE WORK AT FOCUS, INC. WHICH IS A PRIVATE CORPORATION. OUR PROGRAM IS FUNDED BY THE FEDERAL GOVERNMENT.


THE PROGRAM HELPS PARENTS OF CHILDREN WHO ARE MILDLY HANDICAPPED WORK MORE EFFECTIVELY AT HOME.
COULD IT BE?
WOW, WOULD THAT BE GREAT!!!

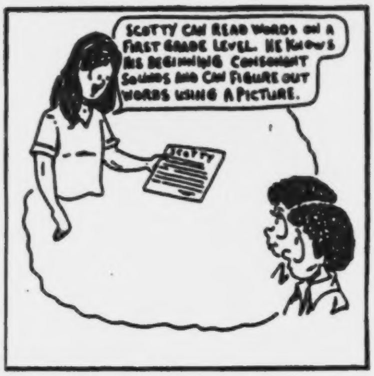

WE CAN COME TO YOUR HOME AT SCHEDULED TIMES AND TALK WITH YOU FOR ABOUT 30-40 MINUTES.
WONDER IF THEY COULD WORK IT AROUND OUR SCHEDULES?
BUT WE WORK AND THE HOUSE IS ALWAYS A MESS.

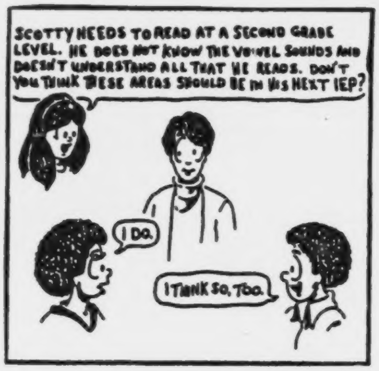

WE CAN COME TO SEE YOU ANYTIME THAT IS CONVENIENT. IF YOUR HOUSE IS A DISASTER, WE'LL FEEL RIGHT AT HOME.

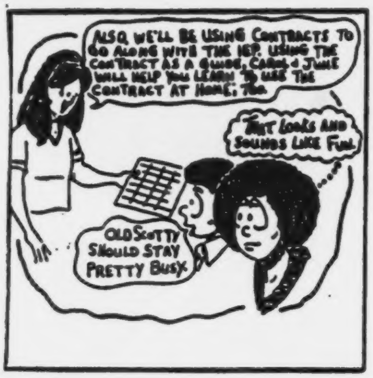

BASICALLY, ALL WE'RE GOING TO DO IS GIVE YOU SOME WAYS OF BEHAVING SCOTTY AND THEN LATER SHOW YOU HOW TO WORK WITH HIM SO THAT NO ONE GOES CRAZY.
SOUNDS GOOD
I'D LOVE IT


DOES IT SOUND LIKE SOMETHING YOU'D BE INTERESTED IN?
ABSOLUTELY!!!

After listening to the description of the program, most parents decide to participate in the RAP training. At this point, the resource room teacher explains the child's strengths and weaknesses, and the IEP is developed.

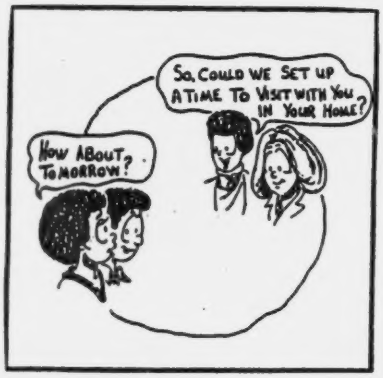

SCOTTY CAN READ WORDS ON A FIRST GRADE LEVEL. HE KNOWS HIS BEGINNING CONSONANT SOUNDS AND CAN FIGURE OUT WORDS USING A PICTURE.
SCOTTY


SCOTTY NEEDS TO READ AT A SECOND GRADE LEVEL. HE DOES NOT KNOW THE VOWEL SOUNDS AND DOESN'T UNDERSTAND ALL THAT HE READS. DON'T YOU THINK THESE AREAS SHOULD BE IN HIS NEXT IEP?
I DO.
I THINK SO, TOO.

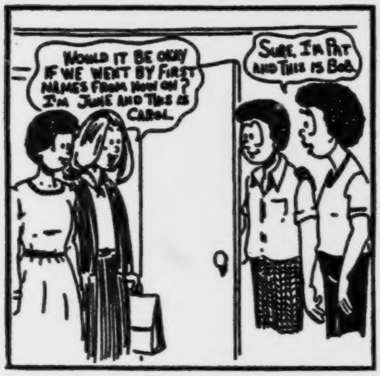

ALSO, WE'LL BE USING CONTRACTS TO GO ALONG WITH THE IEP. USING THE CONTRACT AS A GUIDE, CAROL & JUNE WILL HELP YOU LEARN TO USE THE CONTRACT AT HOME, TOO.
THAT LOOKS AND SOUNDS LIKE FUN.
OLD SCOTTY SHOULD STAY PRETTY BUSY.

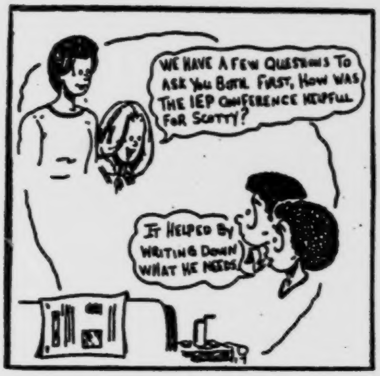
The teacher usually shows the parents an individualized instructional contract and relates that the contract is simply a piece of paper divided into from 12-20 sections or boxes. Onto this form is written a guide for the child to follow during his or her time in the resource room. All areas of the IEP are included on the contract and the child is allowed to proceed at his or her own pace.

If possible, the trainers schedule the first home visit with the parents for the following week.

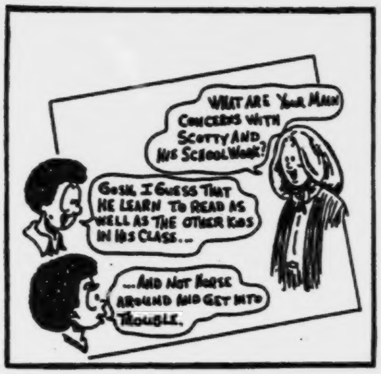

SO, COULD WE SET UP A TIME TO VISIT WITH YOU IN YOUR HOME?
HOW ABOUT TOMORROW?

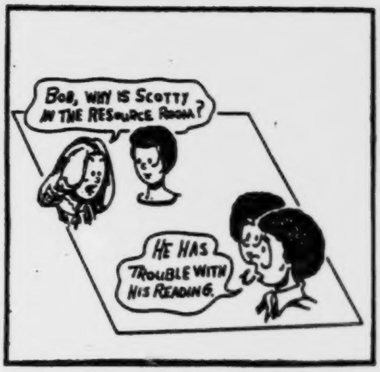
The first home visit involves interviewing the parents informally. This interview helps the trainers and the parents determine what the child needs to augment his or her education.

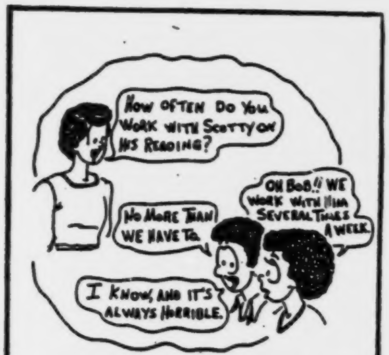

WOULD IT BE OKAY IF WE WENT BY FIRST NAMES FROM NOW ON? I'M JUNE AND THIS IS CAROL.
SURE, I'M PAT AND THIS IS BOB.


WE HAVE A FEW QUESTIONS TO ASK YOU BOTH. FIRST, HOW WAS THE IEP CONFERENCE HELPFUL FOR SCOTTY?
IT HELPED BY WRITING DOWN WHAT HE NEEDS.

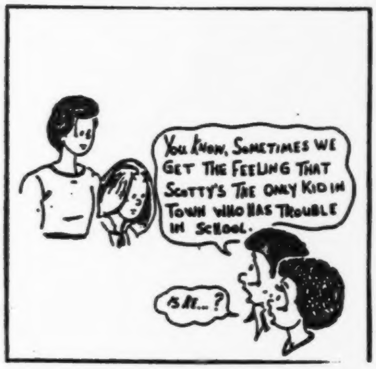
During this visit parents often discuss general concerns.


WHAT ARE YOUR MAIN CONCERNS WITH SCOTTY AND HIS SCHOOL WORK?
GOSH, I GUESS THAT HE LEARN TO READ AS WELL AS THE OTHER KIDS IN HIS CLASS...
...AND NOT HORSE AROUND AND GET INTO TROUBLE.


BOB, WHY IS SCOTTY IN THE RESOURCE ROOM?
HE HAS TROUBLE WITH HIS READING.

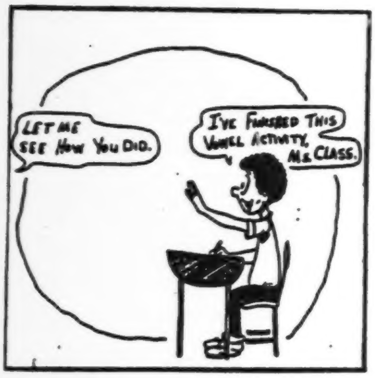

HOW OFTEN DO YOU WORK WITH SCOTTY ON HIS READING?
NO MORE THAN WE HAVE TO.
OH BOB!! WE WORK WITH HIM SEVERAL TIMES A WEEK.
I KNOW, AND IT'S ALWAYS HORRIBLE.

Parents also express their feelings of isolation and lack of support, either from local service agencies or from other parents of children who are mildly handicapped.


YOU KNOW, SOMETIMES WE GET THE FEELING THAT SCOTTY'S THE ONLY KID IN TOWN WHO HAS TROUBLE IN SCHOOL.
IS IT...?

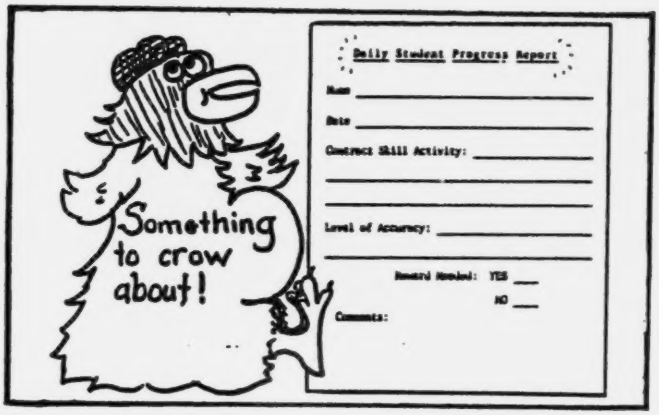
Phase I

In the first phase of the program, parents begin to reinforcement or reward their child's resource room achievement. The trainers explain the procedure to the parents on the second visit to the home. The procedure:


LET ME SEE HOW YOU DID.
I'VE FINISHED THIS VOWEL ACTIVITY, MS. CLASS.

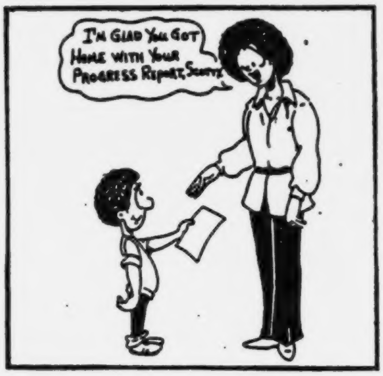
The child completes one specific activity box on his or her contract.

The resource room teacher checks the activity to determine how well the child has done.

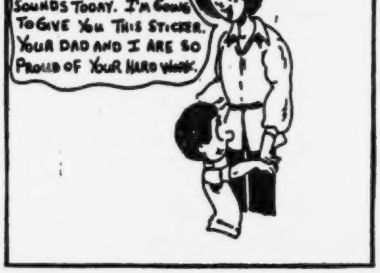

Something to crow about!
Daily Student Progress Report
Name
Date
Contract Skill Activity:
Level of Accuracy:
Reward Needed: YES
NO
Comments:

After the activity has been reviewed, the teacher will complete a Student Progress Report, showing:

1. *the date*
2. *the level of accuracy*
3. *the type of activity*
4. *whether the child should receive a reward.*


I'M GLAD YOU GOT HOME WITH YOUR PROGRESS REPORT, SCOTTY

The child then takes the Student Progress Report home to his or her parents that day after school.

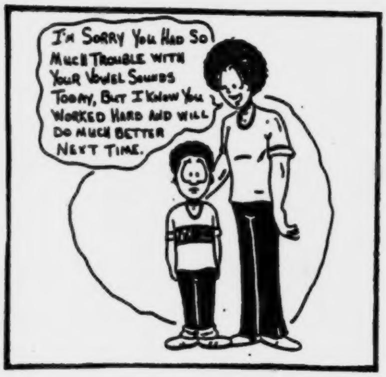

SCOTTY, YOU DID GREAT ON YOUR VOWEL SOUNDS TODAY. I'M GOING TO GIVE YOU THIS STICKER. YOUR DAD AND I ARE SO PROUD OF YOUR HARD WORK.

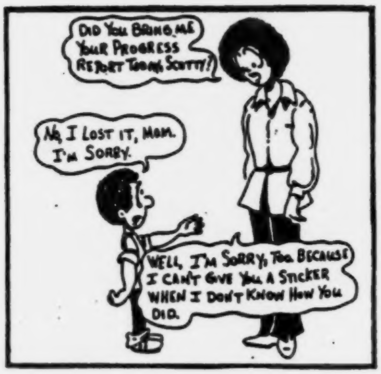
If the resource room teacher has checked "Yes" (the child should get a reward), the parents:

1. *give the child a reward (usually a sticker)*
2. *praise him or her for the good work, noting the specific activity and skill*
3. *give the child a hug or a pat or show their pleasure physically in some way.*

If the resource room teacher has checked "No," (the child should not get a reward), the parents:

1. state the situation in a supportive way
2. praise him or her for the effort made
3. indicate that the child can improve in the future
4. DO NOT give the child a reward
5. DO NOT punish the child or mention the situation again.

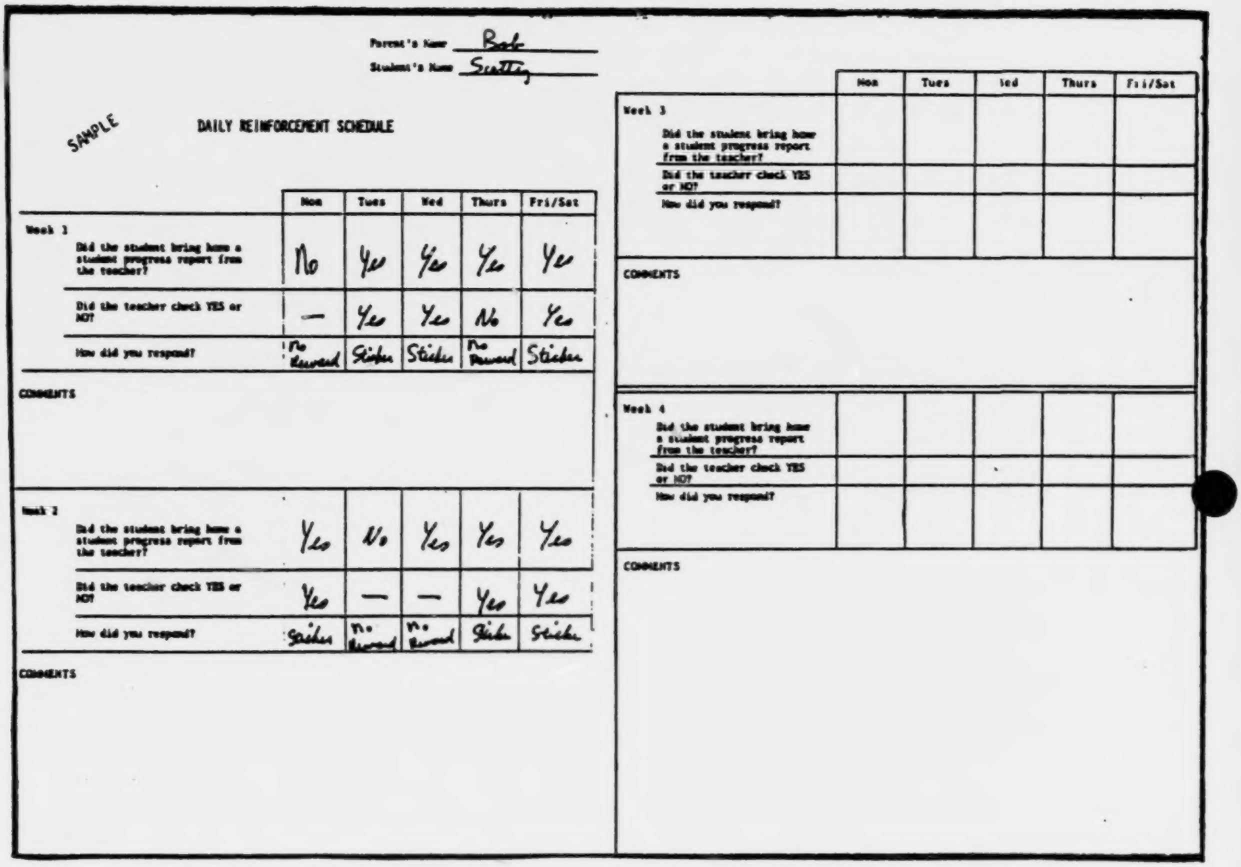

I'M SORRY YOU HAD SO MUCH TROUBLE WITH YOUR VOWEL SOUNDS TODAY, BUT I KNOW YOU WORKED HARD AND WILL DO MUCH BETTER NEXT TIME.


DID YOU BRING ME YOUR PROGRESS REPORT TODAY, SCOTT?!
NO, I LOST IT, MOM. I'M SORRY.
WELL, I'M SORRY, TOO, BECAUSE I CAN'T GIVE YOU A STICKER WHEN I DON'T KNOW HOW YOU DID.

If the child does not bring home the Progress Report, the parents cannot give a reward, of course. In this way, the program encourages the student's responsibility.

The trainers provide the parents with a packet containing all the information they need for this phase of the program. Included are:

- o A Daily Reinforcement Schedule
- o A Sample Daily Reinforcement Schedule



Parent's Name Bob
Student's Name Scotty

SAMPLE

DAILY REINFORCEMENT SCHEDULE

	Mon	Tues	Wed	Thurs	Fri/Sat
Week 1 Did the student bring home a student progress report from the teacher?	No	Yes	Yes	Yes	Yes
Did the teacher check YES or NO?	—	Yes	Yes	No	Yes
How did you respond?	No Reward	Sticker	Sticker	No Reward	Sticker

COMMENTS

	Mon	Tues	Wed	Thurs	Fri/Sat
Week 2 Did the student bring home a student progress report from the teacher?	Yes	No	Yes	Yes	Yes
Did the teacher check YES or NO?	Yes	—	—	Yes	Yes
How did you respond?	Sticker	No Reward	No Reward	Sticker	Sticker

COMMENTS

	Mon	Tues	Wed	Thurs	Fri/Sat
Week 3 Did the student bring home a student progress report from the teacher?					
Did the teacher check YES or NO?					
How did you respond?					

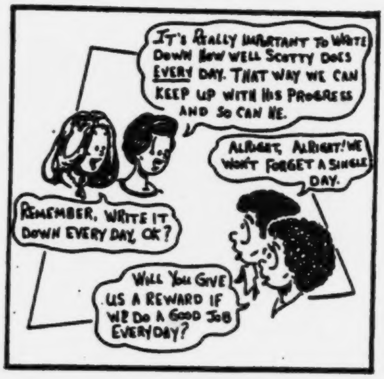
COMMENTS

	Mon	Tues	Wed	Thurs	Fri/Sat
Week 4 Did the student bring home a student progress report from the teacher?					
Did the teacher check YES or NO?					
How did you respond?					

COMMENTS

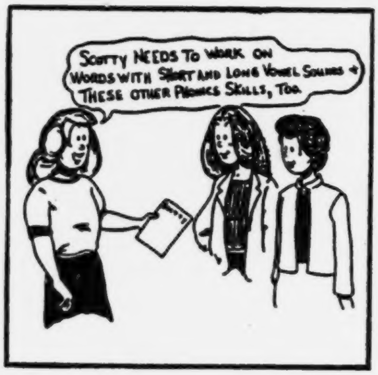
- o A Sample Student Progress Report
- o A Sample Student Contract
- o Guidelines for Implementation of Phase I
- o Stickers
- o Magnets for attaching the Schedule to the refrigerator door.

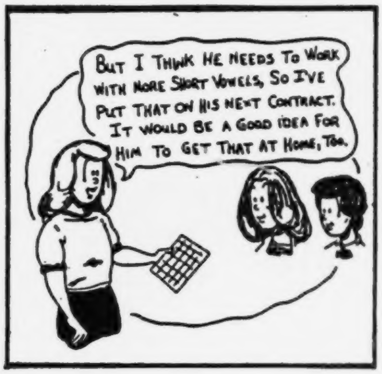
The trainers explain the procedure thoroughly to the parents and emphasize recording the information accurately and daily.


IT'S REALLY IMPORTANT TO WRITE DOWN HOW WELL SCOTTY DOES EVERY DAY. THAT WAY WE CAN KEEP UP WITH HIS PROGRESS AND SO CAN HE.
ALRIGHT, ALRIGHT! WE WON'T FORGET A SINGLE DAY.
REMEMBER, WRITE IT DOWN EVERY DAY, OK?
WILL YOU GIVE US A REWARD IF WE DO A GOOD JOB EVERYDAY?

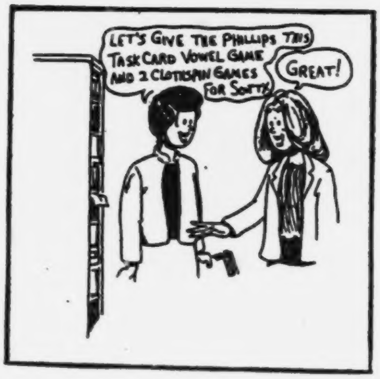
Phase II

In the second phase of the RAP program, the parents help their child with contract activities. Each person has a different role in this phase. The resource room teacher supplies the trainers with a list of skills the child should acquire and indicates the one skill most needed. This skill is currently written into the child's contract.

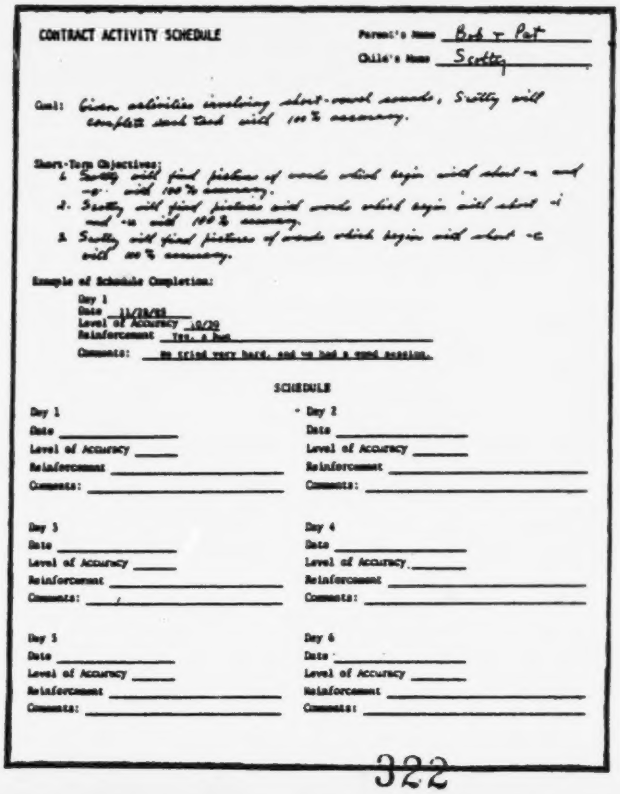

SCOTTY NEEDS TO WORK ON WORDS WITH SHORT AND LONG VOWEL SOUNDS + THESE OTHER PHONICS SKILLS, TOO.


BUT I THINK HE NEEDS TO WORK WITH MORE SHORT VOWELS, SO I'VE PUT THAT ON HIS NEXT CONTRACT. IT WOULD BE A GOOD IDEA FOR HIM TO GET THAT AT HOME, TOO.

The trainers choose activities which teach the skill enjoyably. These activities are checked out from the RAP Materials Center to the parents for a two-week period.


LET'S GIVE THE PHILLIPS THIS TASK CARD VOWEL GAME AND 2 CLOTHSPIN GAMES FOR SCOTTY
GREAT!

The parents conduct at least 10 work sessions with the child during the two-week period. For these sessions the trainers provide the parents with a Contract Activity Schedule, including a goal and short-term objectives similar to those in the child's IEP.



CONTRACT ACTIVITY SCHEDULE

Parent's Name Bob + Pat
Child's Name Scotty

Goal: Given activities involving short-vowel sounds, Scotty will complete each task with 100% accuracy.

Short-Term Objectives:
1. Scotty will find pictures of words which begin with short -a and -o with 100% accuracy.
2. Scotty will find pictures with words which begin with short -i and -u with 100% accuracy.
3. Scotty will find pictures of words which begin with short -e with 100% accuracy.

Example of Schedule Completion:

Day 1
Date [illegible]
Level of Accuracy 10/20
Reinforcement Yes, a hug
Comments: He tried very hard, and we had a good session.

SCHEDULE

Day 1
Date
Level of Accuracy
Reinforcement
Comments:

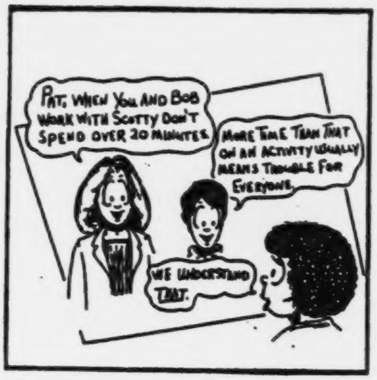
Day 2
Date
Level of Accuracy
Reinforcement
Comments:

Day 3
Date
Level of Accuracy
Reinforcement
Comments:

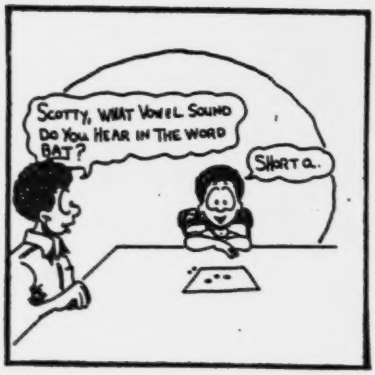
Day 4
Date
Level of Accuracy
Reinforcement
Comments:

Day 5
Date
Level of Accuracy
Reinforcement
Comments:

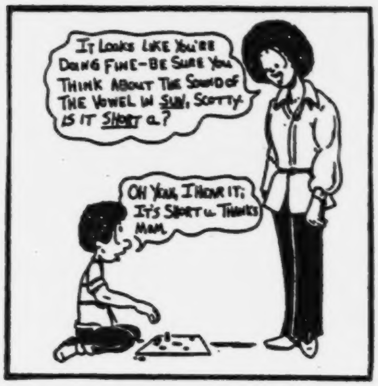
Day 6
Date
Level of Accuracy
Reinforcement
Comments:


PAT, WHEN YOU AND BOB WORK WITH SCOTTY DON'T SPEND OVER 20 MINUTES.
MORE TIME THAN THAT ON AN ACTIVITY USUALLY MEANS TROUBLE FOR EVERYONE.
WE UNDERSTAND THAT.

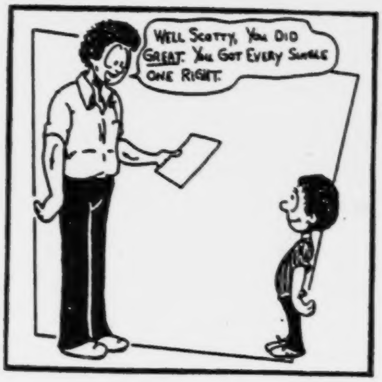
The trainers explain that no activity or task should require more than 20 minutes. They emphasize that for many activities the child will need direct assistance, for others limited supervision, and some will merely need to be checked for accuracy.


SCOTTY, WHAT VOWEL SOUND DO YOU HEAR IN THE WORD BAT?
SHORT a.

Some activities need direct assistance.


IT LOOKS LIKE YOU'RE DOING FINE–BE SURE YOU THINK ABOUT THE SOUND OF THE VOWEL IN SUN, SCOTTY. IS IT SHORT a?
OH YEAH, I HEAR IT; IT'S SHORT u. THANKS MAM.

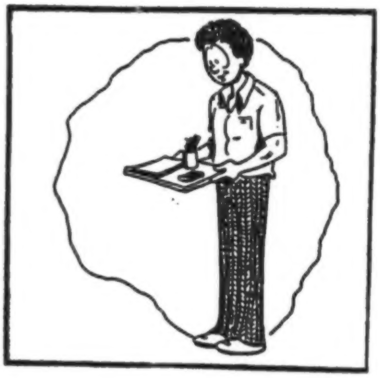
Some activities need limited supervision.


WELL SCOTTY, YOU DID GREAT. YOU GOT EVERY SINGLE ONE RIGHT.

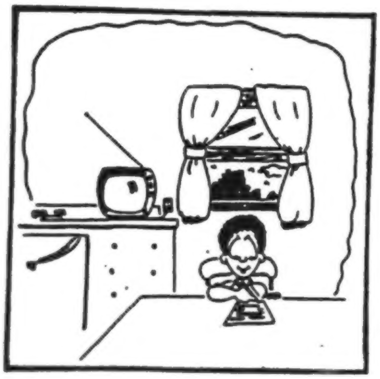
Some activities just need to be checked for accuracy.

Before Phase II begins, the trainers provide the parents a list of the steps to follow for each work session, as follows:

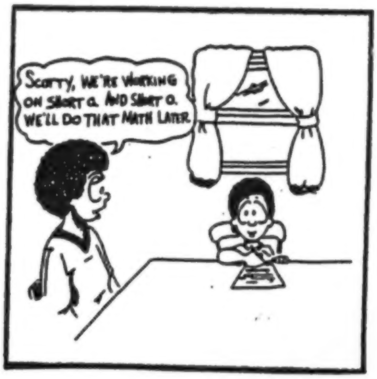
Prepare the activity in advance. Have crayons, pencil, paper, or any needed materials gathered and ready to use.



Provide a non-distracting work area--away from windows, televisions, radios, or other possible distractions.

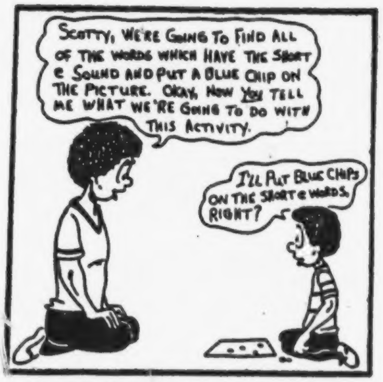


Teach the *one* *chosen skill activity--don't get involved with other concepts.*

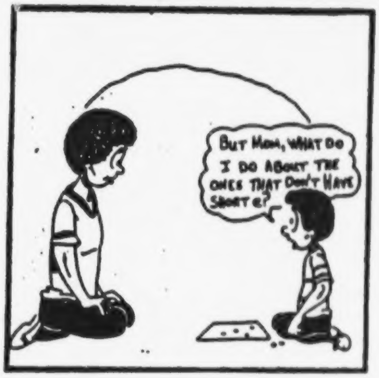


SCOTTY, WE'RE WORKING ON SHORT a AND SHORT o. WE'LL DO THAT MATH LATER.

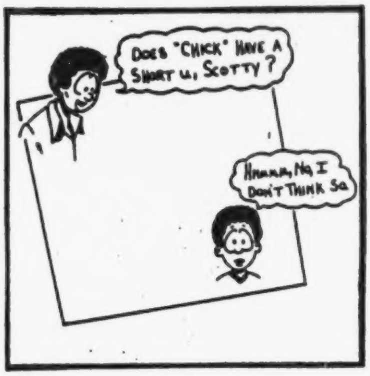
Make sure your child understands the directions.


SCOTTY, WE'RE GOING TO FIND ALL OF THE WORDS WHICH HAVE THE SHORT e SOUND AND PUT A BLUE CHIP ON THE PICTURE. OKAY, NOW YOU TELL ME WHAT WE'RE GOING TO DO WITH THIS ACTIVITY.
I'LL PUT BLUE CHIPS ON THE SHORT e WORDS, RIGHT?

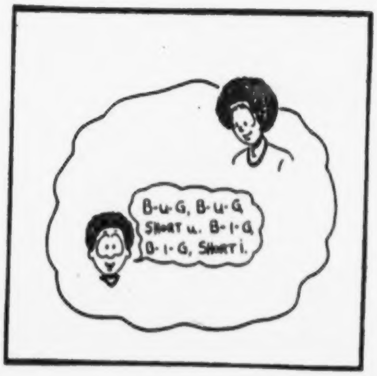
Give your child an opportunity to ask questions.


BUT MOM, WHAT DO I DO ABOUT THE ONES THAT DON'T HAVE SHORT e?

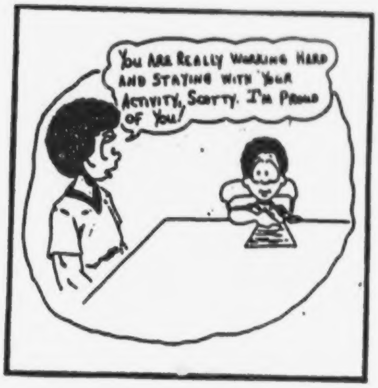
Provide prompts or cues if they are needed, but don't overdo it.


DOES "CHICK" HAVE A SHORT u, SCOTTY?
HMMM, NO, I DON'T THINK SO.

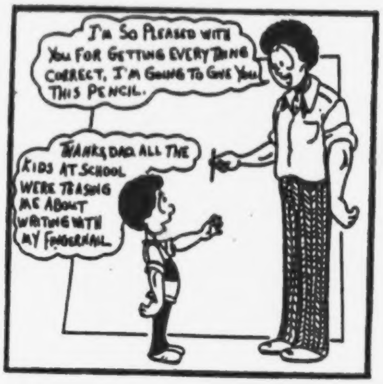
If your child is doing well, don't interfere.


B-U-G, B-U-G SHORT u. B-I-G, B-I-G, SHORT i.

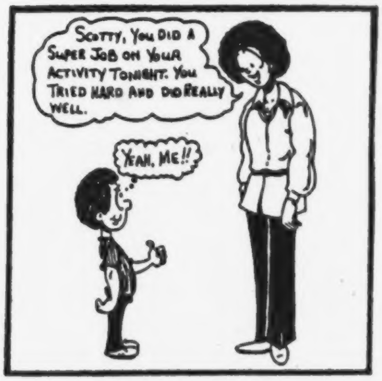
Praise your child
for paying attention


YOU ARE REALLY WORKING HARD AND STAYING WITH YOUR ACTIVITY, SCOTTY. I'M PROUD OF YOU!

When your child completes an activity which is 85% or more accurate, reward him or her with a sticker or other small reinforcer.

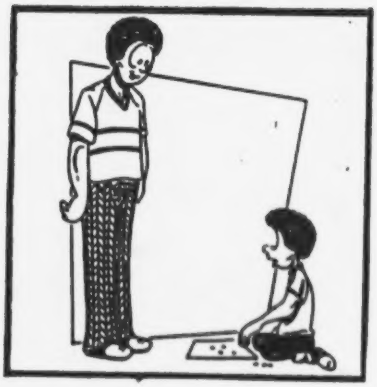

I'M SO PLEASED WITH YOU FOR GETTING EVERYTHING CORRECT, I'M GOING TO GIVE YOU THIS PENCIL.
THANKS DAD. ALL THE KIDS AT SCHOOL WERE TEASING ME ABOUT WRITING WITH MY FINGERNAIL.

Close the activity by praising your child.

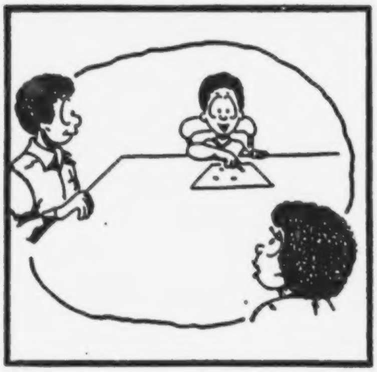

SCOTTY, YOU DID A SUPER JOB ON YOUR ACTIVITY TONIGHT. YOU TRIED HARD AND DID REALLY WELL.
YEAH, ME!!

Try to work with your child at least three days in a row, preferably five.

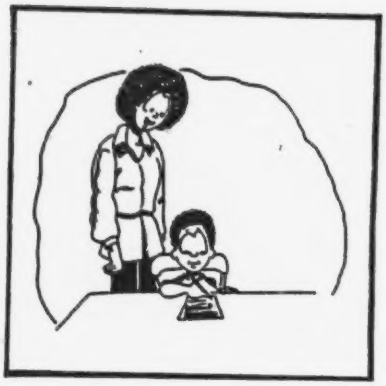
Monday



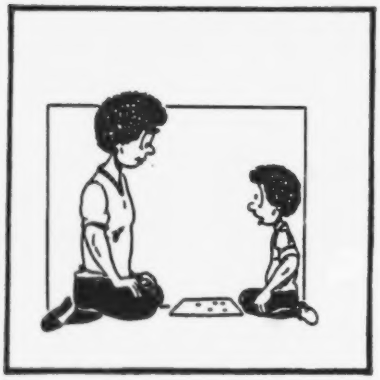
Tuesday



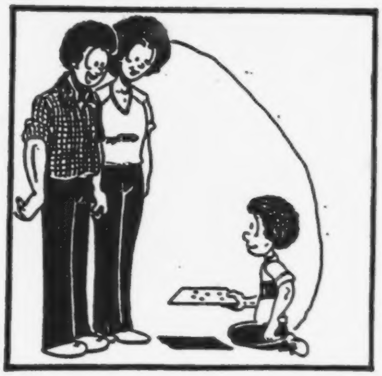
Wednesday



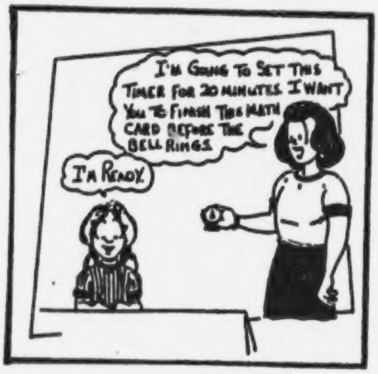
Thursday



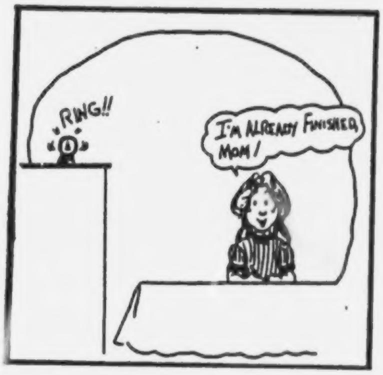
Friday



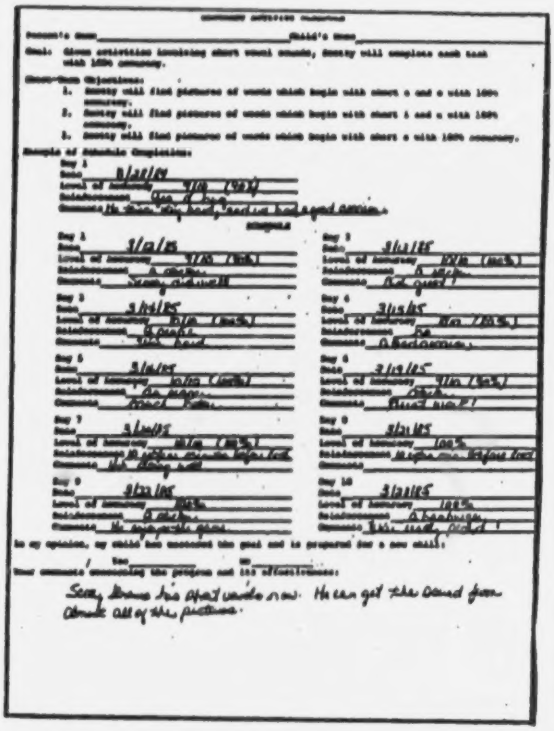
If the resource room teacher decides your child has difficulty staying with an activity, the trainers will provide a timer. At the start of the activity, set the timer for a certain number of minutes (depending on the activity). Your child should complete the activity before the bell on the timer rings. If she or he does, reward the child and give lots of praise.


I'M GOING TO SET THIS TIMER FOR 20 MINUTES. I WANT YOU TO FINISH THIS MATH CARD BEFORE THE BELL RINGS.
I'M READY.

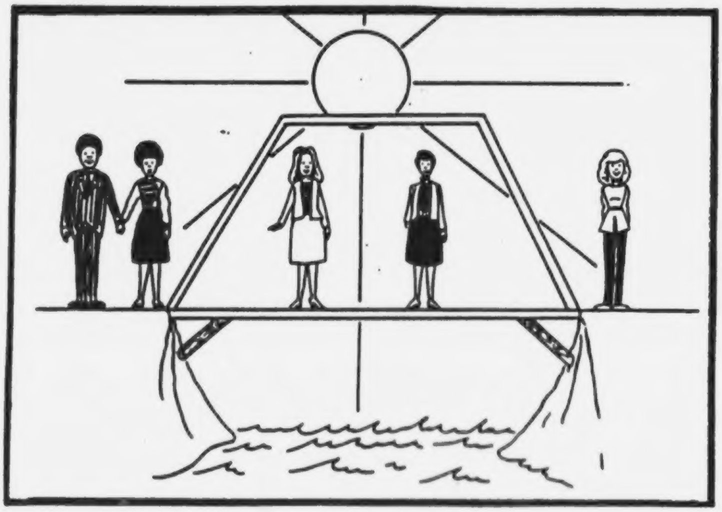
20 minutes later


RING!!
I'M ALREADY FINISHED, MOM!

Parents are expected to oversee their child's daily progress on the Contract Activity Achedule. An example of recording the information is provided below. Parents are to complete the ten separate day-by-day sections, with their comments. They also indicate whether the child has mastered the goal and is prepared for a new skill.

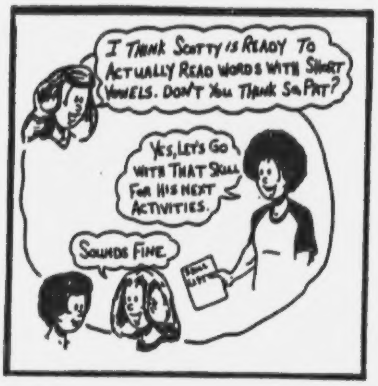


During Phase II the trainers serve as go-betweens. They report the child's progress from the resource room teacher to the parent and from the parent to the teacher. They attempt to build a bridge for parent-teacher communication.

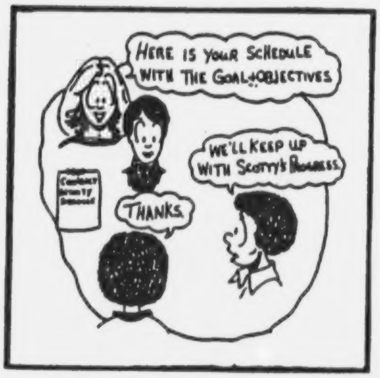


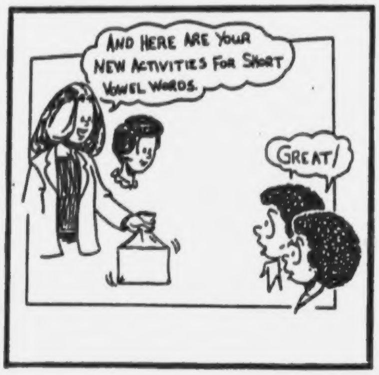
PHASE III

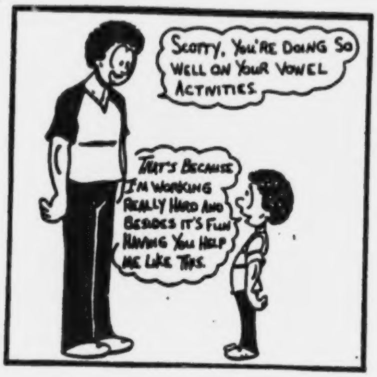
During the third phase of the program, the parents begin to determine the skills their child needs, particularly the most important one, from the list provided by the resource room teacher. The trainers continue to write the goal and the objectives and to supply activities from the RAP Materials Center. The parents implement the activities according to the guidelines of Phase II and continue to indicate whether the child has mastered the skill.


I THINK SCOTTY IS READY TO ACTUALLY READ WORDS WITH SHORT VOWELS. DON'T YOU THINK SO, PAT?
YES, LET'S GO WITH THAT SKILL FOR HIS NEXT ACTIVITIES.
SOUNDS FINE.

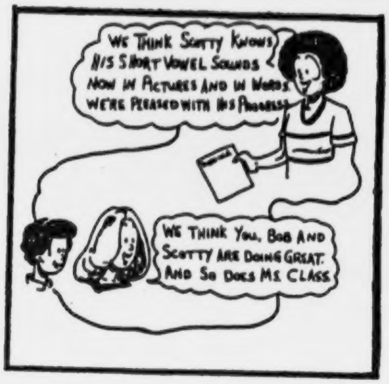
Later


HERE IS YOUR SCHEDULE WITH THE GOAL & OBJECTIVES.
WE'LL KEEP UP WITH SCOTTY'S PROGRESS.
THANKS.


AND HERE ARE YOUR NEW ACTIVITIES FOR SHORT VOWEL WORDS.
GREAT!

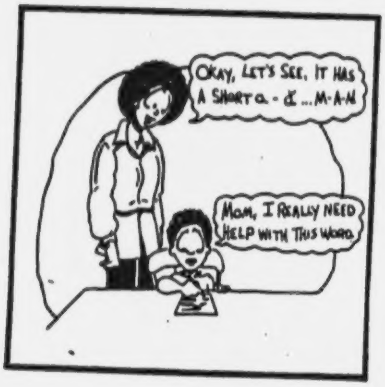

SCOTTY, YOU'RE DOING SO WELL ON YOUR VOWEL ACTIVITIES.
THAT'S BECAUSE I'M WORKING REALLY HARD AND BESIDES IT'S FUN HAVING YOU HELP ME LIKE THIS.

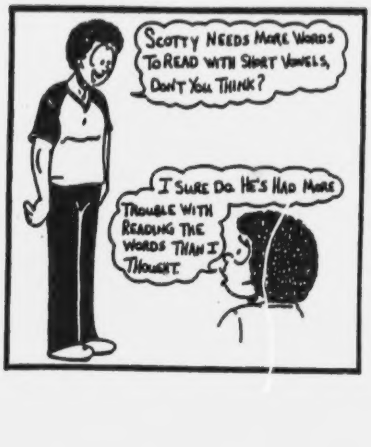
2 weeks later

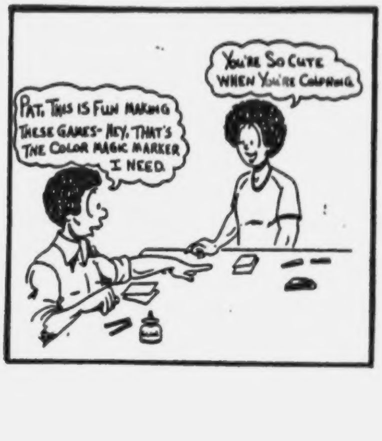

WE THINK SCOTTY KNOWS HIS SHORT VOWEL SOUNDS NOW IN PICTURES AND IN WORDS. WE'RE PLEASED WITH HIS PROGRESS.
WE THINK YOU, BOB AND SCOTTY ARE DOING GREAT. AND SO DOES MS. CLASS.

PHASE IV

In Phase IV, the final part of the actual training program, the parents determine, provide, and implement their child's contract activities. Parents are entirely responsible for accurately assessing their child's needs and assembling the appropriate materials.

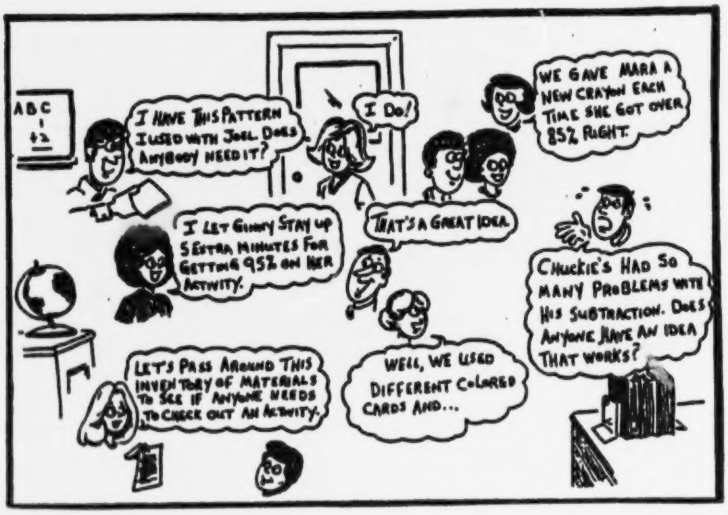

OKAY, LET'S SEE. IT HAS A SHORT a - ă ... M-A-N
MOM, I REALLY NEED HELP WITH THIS WORD.


SCOTTY NEEDS MORE WORDS TO READ WITH SHORT VOWELS, DON'T YOU THINK?
I SURE DO. HE'S HAD MORE TROUBLE WITH READING THE WORDS THAN I THOUGHT.


YOU'RE SO CUTE WHEN YOU'RE COLORING.
PAT, THIS IS FUN MAKING THESE GAMES- HEY, THAT'S THE COLOR MAGIC MARKER I NEED.

Of course, the trainers support the parents as much as necessary, but the primary task of the trainers now is to visit the home monthly to help plan the activities. Mini-workshops are held occasionally at the school to bring parents together, to exchange ideas, and to distribute materials from the RAP Materials Center.

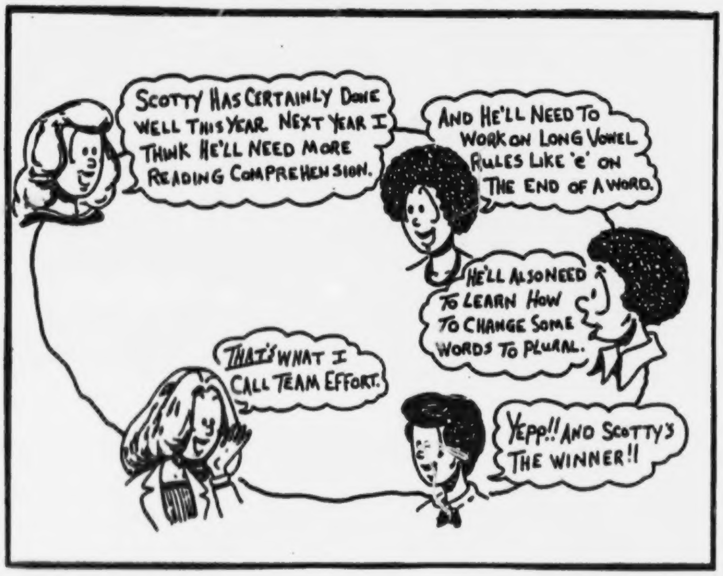
MINI-WORKSHOP


ABC
1
+2
I HAVE THIS PATTERN I USED WITH JOEL. DOES ANYBODY NEED IT?
I DO!
WE GAVE MARA A NEW CRAYON EACH TIME SHE GOT OVER 85% RIGHT.
I LET GINNY STAY UP 5 EXTRA MINUTES FOR GETTING 95% ON HER ACTIVITY.
THAT'S A GREAT IDEA
CHUCKIE'S HAD SO MANY PROBLEMS WITH HIS SUBTRACTION. DOES ANYONE HAVE AN IDEA THAT WORKS?
LET'S PASS AROUND THIS INVENTORY OF MATERIALS TO SEE IF ANYONE NEEDS TO CHECK OUT AN ACTIVITY.
WELL, WE USED DIFFERENT COLORED CARDS AND...

PHASE V

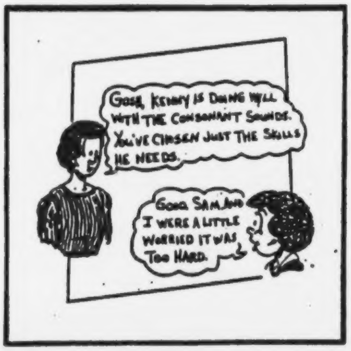
In the final phase, the parents, the teacher, and the trainers meet for the annual review and IEP conference, during which the parents will have much more information to contribute about their child's abilities, skills, and level of functioning. They will be active participants in developing the IEP for their child and will understand their child's programming needs.

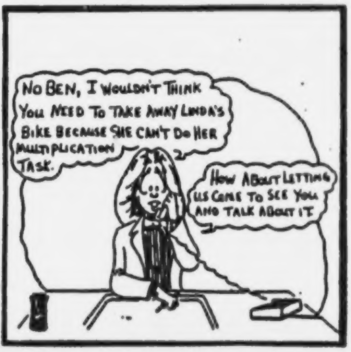
ANNUAL REVIEW CONFERENCE

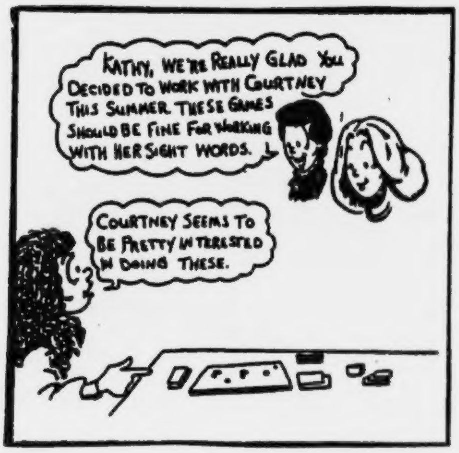

SCOTTY HAS CERTAINLY DONE WELL THIS YEAR. NEXT YEAR I THINK HE'LL NEED MORE READING COMPREHENSION.
AND HE'LL NEED TO WORK ON LONG VOWEL RULES LIKE 'e' ON THE END OF A WORD.
HE'LL ALSO NEED TO LEARN HOW TO CHANGE SOME WORDS TO PLURAL.
THAT'S WHAT I CALL TEAM EFFORT.
YEPP!! AND SCOTTY'S THE WINNER!!

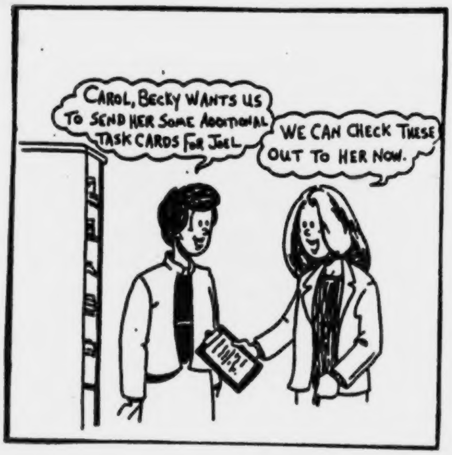
FOLLOW-UP

During the summer months, the trainers offer their assistance, both in person and over the telephone to any parent who has participated in the program. The trainers reinforce the parents' implementation of activities, distribute materials from the Materials Center, or visit the home to help assess the child's progress.


GOSH, KENNY IS DOING WELL WITH THE CONSONANT SOUNDS. YOU'VE CHOSEN JUST THE SKILLS HE NEEDS.
GOSH SAM AND I WERE A LITTLE WORRIED IT WAS TOO HARD.


NO BEN, I WOULDN'T THINK YOU NEED TO TAKE AWAY LINDA'S BIKE BECAUSE SHE CAN'T DO HER MULTIPLICATION TASK.
HOW ABOUT LETTING US COME TO SEE YOU AND TALK ABOUT IT.


KATHY, WE'RE REALLY GLAD YOU DECIDED TO WORK WITH COURTNEY THIS SUMMER. THESE GAMES SHOULD BE FINE FOR WORKING WITH HER SIGHT WORDS.
COURTNEY SEEMS TO BE PRETTY INTERESTED IN DOING THESE.


CAROL, BECKY WANTS US TO SEND HER SOME ADDITIONAL TASK CARDS FOR JOEL.
WE CAN CHECK THESE OUT TO HER NOW.

These follow-up services keep the trainers in touch with the parents so that the children involved receive planned instruction throughout the summer.

CONCLUSION

The parents' role in the education of children is crucial if youngsters are to get the most from each school day. After parents complete the Rural Arkansas Parent Training Program, they should continue building the parent/teacher/child team. In attempting to meet the needs of the learner with handicaps, no one has all the answers, and a team effort is essential for determining, in an exchange of information and ideas, the most effective methods of enhancing the child's educational experience.

It is also important that RAP-trained parents share their information with other caring parents whose concerns are similar to their own, assisting them to understand their rights, their children's needs, and instructional alternatives. Parents who feel they are alone with their problems need and appreciate this information and encouragement. A significant extension of parental caring is responsible action, which, when combined with knowledge and community reinforcement, permits parents not only to open doors for their children but also to stand aside as they march through.

Thursday, April 24

9:30-11:00 am

AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION - TUCSON CONFERENCE, April 1986

NAME OF PERSON: Frederica Bowden

POSITION: consultant - special education, rehabilitation technology

ADDRESS: 1251 Redwood Court, Herndon, VA, 22070

PHONE: (703) 435-7229

TITLE OF PRESENTATION: Making Switches to Adapt Battery Operated Toys and Devices

LENGTH OF PRESENTATION: 1 1/2 or 2 hours

TYPE OF PRESENTATION: hands on workshop

PRIMARY NATURE OF PRESENTATION: practical

SUMMARY/DESCRIPTION OF PRESENTATION:

The goals of this hands-on workshop are to a) design and build a variety of switches including leaf, mercury, button and pillow switches to operate battery operated toys and devices and b) to adapt battery operated toys and devices to use with the switches. Each workshop participant will learn about switches and learn how to make one switch during the workshop. A variety of handouts on the subject, including additional resources for information will be provided.

Switch-controlled battery operated toys can both increase the ability of an individual to interact with, and in turn, to control his environment. Both play an integral role in early childhood development. Individuals who do not have this ability may become passive which in turn may affect other aspects of their lives and development. Much of an individual's early interaction takes place in the form of play yet many toys cannot be manipulated by infants who have physical handicaps, in short they are inaccessible. Other infants with mental handicaps may require toys which provide additional visual, tactile or aural stimulation. Providing toys which are adapted to, and appropriate for the needs of individuals helps increase their motivation for other cognitive and motor activities.

Although adapted toys are available from manufacturers and vendors, their price and the lack of opportunity to try them out before buying them may not make them a practical solution. An individual may need time to learn how to activate a switch or may need a unique adaptation. Making switches from inexpensive and readily available materials offers parents and professionals increased flexibility to design something most appropriate for the child and to make adaptations as necessary when the needs of the child change.

AUDIO, VISUAL, OR OTHER MATERIALS REQUIRED: blackboard and a number of electrical outlets

Thursday, April 24

9:30-11:00 am

Presentors: Charlotte Ryan
Minnesota Dept. of Education
Special Education Section
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 297-3620

Mark Wolak
Director of Special Education
Rum River Special Ed Co-op
430 N.W. 8th
Cambridge, MN 55008
(612) 689-3600

Title: Statewide Planning for Low Incidence Special Education Services in Minnesota

> "I've thought that a man (person) of tolerable abilities may work great changes if he (she) first forms a good plan and makes execution of that same plan his (her) whole study and business."
>
> Benjamin Franklin

I. Purpose

Providing quality educational services in rural areas in the United States has always been a challenge as well as a frustration. It is an issue of creating change amidst often incredible logistical obstacles as well as the personal and political factors inherent in the change process itself. Because of the need for effective strategies, this paper will provide a means to explicate one approach to planned change as used in Minnesota. The authors will provide background information regarding the nature of Minnesota's ruralness, aspects of change, and the statement of need.

Specifically the authors will describe a model for guiding leadership personnel in planning and implementing educational services and will discuss the rationale for planning to achieve the "ideal". This planning activity is evolutionary and dynamic, having grown from past efforts to effect change. It is responsive to key aspects of Minnesota's socio-political and economic forces. By definition it is not complete, however, it does offer strategies to create change and our experiences may be useful to others who are attempting to move forward in providing education services.

II. Contextual Variables

Just as with handicapped and other special populations, it is difficult to generalize about ruralness and rural school systems and communities. The U.S. Census Bureau defines "urban" as any community of more than 2500 persons. By this definition, everything else is classified as rural. Demographers establish criteria for Standard Metropolitan Statistical Areas (SMSAs) and localities not meeting these criteria are considered "non-metropolitan." Neither conception can effectively account for the tremendous diversity that exists among rural communities and school districts in this country. There are great qualitative and quantitative differences that effect the availability of services and the development and implementation of policy and planning. In order to allow for useful interpretation of the model and process described in this paper an overview of Minnesota is provided so that the reader may better understand the context in which this change strategy is employed.

Minnesota is a rural state with roughly 80,000 square miles which are divided into 87 counties. Its population of approximately 4 million people is located in several population centers. The largest of these is the seven county metropolitan area which includes the twin cities of Minneapolis and St. Paul. This area comprises only about 5% of the land mass yet contains nearly fifty percent of the general population. Approximately 47% of the identified handicapped children live in this population center. By various definitions of urban and rural, it may be said that approximately 76% of the Minnesota population lives in rural areas. The nature of this ruralness varies and may be characterized as agricultural, forested, and lake territory.

The economy varies and depends heavily on agriculture, industry and tourism which are subject to fluctuations. Many of the larger non-metropolitan population centers have experienced both economic hardships and population declines due to industrial shifts. Duluth, for example, a city located 150 miles northeast of the Twin Cities has had an unemployment rate as high as 18% of the workforce. Besides the localized economic difficulties, the state has had wide-spread and erratic revenue fluctuations; events that have serious implications for heavily state funded school systems.

In 1986, despite increasing pressures to consolidate, Minnesota still has 434 school districts serving children K-through grade 12. Of these, 84% or 364 districts serve school populations under 2500, with the median size being 698 students. The delivery system in Minnesota is based on a categorical service model with statutory requirements that each child receive instruction from a teacher licensed in that child's primary disabiliy. It has been argued that this is basically an "urban" model that can only be successfully implemented in areas where the population density is sufficient to support it. Whatever the truth, the reality suggests an ongoing tension within the existing system supported by an increasing struggle between "metro" and "non-metro" segments resulting in increased disunity.

Like other states, Minnesota has a "regional" educational structure for providing some services. Unlike some states, however, these regional agencies (ECSU) have limited authority and no tax base. There are nine ECSUs in Minnesota and they vary tremendously in terms of the services provided. Although they were legislatively created, membership is voluntary. Despite the variability and lack of universal support approximately 96% of school districts belong to ECSUs and participate in a variety of services such as planning, cooperative purchasing and various special projects.

In recent years the Minnesota Department of Education has made increasing use of the ECSUs as a vehicle for the delivery of specialized services such as personnel development, planning for students with emotional and behavioral problems and children with hearing, vision, physical and other low-incidence handicapping conditions.

The state agency, located in St. Paul, provides fiscal and regulatory support to the 434 school districts. Minnesota is characterized as a state with a high degree of "local control" and this philosophical value system effects all activities that derive from central and regional agencies.

Minnesota like other rural states is characterized by isolation, population sparsity and variable tax bases. Like its conterparts, these features combined with other "system" factors contribute to familiar rural problems such as difficulties in the recruitment and retention of staff, the delivery of specialized services, the securance of both capitol and operating funds and adherence to policies and mandates.

Despite these commonalities, there is enough diversity across the state that planners and policymakers cannot generalize easily from region to region or even community to community when designing and planning for better services. Problems and solutions can best be developed by those affected most directly.

III. Developmental Efforts

Models Employed

At the SEA and LEA levels in Minnesota, we have relied on several organizational development models to provide leadership personnel with "cognitive roadmaps" to create and understand change. One model, entitled the Johnson/Gadberry Special Education Program Design and Development Model (Johnson & Gadberry, 1981) was utilized for statewide planning for programs for emotional/behavior disordered students. Specific training in this model was provided to a cadre of regional leadership personnel who in turn systematically planned local programs. The Johnson/Gadberry Model provides leadership personnel with a conceptualization of the major parameters of a total special educaion program. This model can act as a "cognitive roadmap" to systematically design a special education program from beginning stages of philosophy development to the final stages of overall progam evluation. An advantage of this model is its generic nature as an instrument providing a framework and process for program development rather than specific content.

Understanding and creating organzational change was also aided with the use of the Technical Assistance Process Model (Johnson, 1975). With the assistance of this model, change may be seen as a manageable, predictable, step-by-step process. There are time-specific stages that include Preliminary Negotiations, Needs Assessment, Targeting, Model Building, Goal Setting, Implementation and Evaluation and will provide a leader with an ongoing cognitive tool with which to initiate and manage change.

Additionally, in parts of Minnesota, educational leadership personnel have utilized a model developed by Robert Terry, from the Hubert Humphrey Institute of Public Affairs, at the University of Minnesota. This model is a useful framework for understanding and analyzing organizational problems. Referred to as the "Diamond Model", this approach examines organizations against four seemingly simple concepts, mission, power, structure and resources. Most organizations, according to Terry, tend to solve problems at too low a level and thus become stuck fighting over dollars, rules or job descriptions. The real problem most often is the lack of a clearly articulated an agreed upon "mission", (Terry, 1981).

This notion is critical to our current efforts and widely recognized by other experts in the study of effective leadership. Warren Bennis, Professor of Mangement and Organization, at the University of Southern California, identifies successful leaders as those individuals who attract and pull people together through a compelling vision; a set of focused intentions. (Bennis, 1984).

These understandings facilitate the empowerment of all members of an organzation. With a stated mission and vision all members within an organzation have focus, commitment and direction.

This need for organizational mission was specifically identified in Rum River Special Education Cooperative, a multi district cooperative serving 8 public school districts (12,500 student population) in Central Minnesota. Geographically, this cooperative serves districts within an area approximately 40 by 70 miles with the smallest district of 475 students to the largest district population of 3675 students. Resources, procedures and philosophies varied from district to district. The special education issues identified by parents, teachers and administrators were complex. Clearly, a mission statement for special education programs was needed.

Rum River Cooperative initiated the Center for Constructive Change (CCC) model as the guide for mission development and strategic planning. Following this format, brainstorming of ideal indicators allows participants to think beyond problems of today and to "idealize" the future of their business. Data from several training sessions confirm that initial problems identified by groups are primarily due to the lack of a clear mission. Problem solving without a clear mission only creates room for new issues and problems to develop. Thus, our strategy is clear. Focus the participants on their "vision" of the ideal organization based on their needs and expressed desires of primary constituents.

IV. Need Statement

There is a need for consistent leadership and focus in program development. Currently in Minnesota the availability of leadership personnel and leadership structures for low incidence programs varies from school system to school system. As a result, some school districts participate in and receive services through large, sophisticated intermediate district delivery systems (metro) while others (primarily rural) have yet to achieve consistent services.

There is a need for enhancing the skills of existing supervisory personnel. Professionals are often promoted from the teacher ranks because of meretorious performance, yet may be lacking in skills necessary for effective performance in their new role. A national survey of State Agency (SEA) and local Educational Agency (LEA) leadership personnel of programs for the severely handcapped reveals the primary background is training as a TMH teacher and relatively few have formal administrative or supervisory training (Wolak, 1981). Organizational development and change require at least minimal understanding of the risks and benefits involved in the change process as well as strategies for creating change. Failure to recognize and relate to these issues can cause a good plan to meet resistence and eventual breakdown.

There is also a need for mission. Presently, there is disagreement as to the "ideal outcomes" of particular projects and subsequent organizational directions to follow. The development of a shared vision or "internal cohesion" as Deal calls it, makes it easier for everyone to contribute to the development of a quality program. (Deal, 1983).

V. Model Application

Prior to undertaking the mission development process, the group leaders provide an explanation of the Diamond Model and its usefulness in conceptualizing organizational problems and change. Three phases provide the foundation for mission development as follows.

The basic procedure is straightforward. A group process design, such as nominal group, is used to establish two key components, problem identification and indicators for ideal service.

Initially participants generate a list of current problems. These problem statements are then correlated to each component of the Diamond Model, e.g., mission, power, structure and resources. Without lengthy discussion participants are guided into phase two. In the personal phase, the group brainstorms descriptive statements for the "ideal service system." This phase is often difficult due to the constraints people experience in th existing system. It is important for the group leader to facilitate freedom from these inhibitions and encourage participants to think in terms of the best they can imagine.

The third phase involves a careful analysis of the discrepancy between the current situation and the desired ideal. The outcome of this process is twofold; to gain a thoughtful understanding of the relationship about what is missing and a realization that a clearer focus (mission) is needed. Careful work here sets the stage for the development of a written statement of "mission".

Mission is derived through the selection of the most critical aspects of the ideal indicators. The written statement is brief, specific and above all compelling. Brevity allows it to be remembered. Specificity allows it to clearly communicate the outcome around which action mobilizes and people commit. For example, consider the difference in the stated mission of NASA "to put a man on the moon" versus the more general statement of "space exploration." (Kiefer & Senge, 1984) This difference is crucial, for it evokes emotion, passion and in some instances, fear. It is a vision that can be observably achieved or not achieved and therefore not ambiguous. It is compelling.

For mission to happen, real action needs to follow.

After the tentative mission statement is described, additional steps of the CCC model are completed.

To form organizational benchmarks, many of the ideal indicator statements are appropriate for achieving mission. Participants differentiate which statements are long term goals and which are intermediate or short term goals. This process continues for each ideal indicator statement resulting in lists of short term (1 year) benchmarks, intermediate (5 year) benchmarks, and long term (10 year) benchmarks.

Each benchmark generates one or more work plans with specific purpose statments. Work plans are time-specific lists of activities that document each employee or team of employees work towards achieving an organizational benchmark. Plans are written to document progress toward mission and can be modified as often as necessary.

The strategic and long range plan for the organization consists of a compilation of all work plans written to achieve the organizational benchmarks. Although dynamic and requiring ongoing maintenance, this process documents progress "toward" the mission or the ideal and rewards employees through evidence of accomplishment and a sense of improvement.

Discussion

To date, this approach has proved effective in both organization and planning at LEA, SEA and regional levels.

Its merit is based on several assumptions. These assumptions are:

- people can and will create change
- collaboration produces greater commitment and better outcomes
- shared risk is better than individual risk
- unity provides strength
- people can identify an "ideal vision"
- a shared vision keeps an organization on course
- everyone in the organization is a planner

The process as described has allowed individuals to create and manage change for the benefit of students. The rewards are great and include not only individual recognition and participation, but a real means to achieve and measure the desired outcomes.

This model unlike most others takes a bold move forward by designing steps for positive end results rather than simply "problem solving" today's organizational issues.

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Rural Special Education Grant
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Rural Special Education Pre-Service Delivery Model

This presentation describes a federally funded Rural Special Education Grant awarded to the Special Education Program located at the University of Alaska, Anchorage. The project is designed to provide pre-service training in the area of special education to educators residing in rural and remote areas of Alaska. Although the State of Alaska can be considered unique, the service delivery system described here should be considered applicable for most rural and/or remote areas of the country.

Areas of Alaska, as well as other states (i.e. Nevada, Utah) can be considered remote as well as rural. The State of Alaska, for example covers a land mass of 587,500 square miles, making it larger than California, Montana and Texas, while its population only slightly exceeds 450,000. Alaska can be compared to such places as Nevada with a land mass of 110,540 square miles, population of 917,870, which gives an average of 83 people per square mile,and to the Navajo reservation with its large land mass and small population.

Most of Alaska's population resides in the Anchorage area, but there are 150 communities with populations of less than 5,000 people. Approximately 40% of all Alaskans are located in communities of less than 1000 people. Most of the rural communities are accessible only by light aircraft, as road systems to these areas are almost non-existent and distances between these villages are substantial.

The 53 local education agencies in Alaska serve approximately 6,415 children identified as learning disabled. Of this number, 1,925 students are native Alaskans and many more represent other minority groups. These students have special education needs compounded by bilingual and bi-cultural differences.

Since many educators reside in rural and/or remote areas as described above, there are limited opportunities for professional development due to limited access to universities. The result of this isolation can be devastating to morale, competency, and job longevity. High attrition is a common phenomenon in rural and/or remote regions; personnel seldom remain longer than two years. Many elementary and secondary educators are not adequately trained in effective teaching techniques for the handicapped students who, because of P.L. 94-142 and least restrictive environment considerations, will no doubt be placed in their classrooms for at least a portion of their day.

The intent, then, of this project is to deliver university coursework related to meeting the special education needs of culturally different handicapped children and youth to off-campus graduate students who reside in rural and/or remote areas of Alaska. The target population includes graduate students currently employed as teachers, who are preparing for advancement, promotion, career emphasis changes, or teaching mainstreamed handicapped students and due to geographical constraints are prevented from entering the traditional university on-campus setting.

The objectives of this project are many-fold and include two phases of development. Phase I consists of the development of approximately 33 semester hours in core courses (introductory concepts, behavior management, task analysis, and individualization skills) and specialized coursework (theory, rural special education considerations, assessment, and intervention) followed by practica/field experiences. Attainment of competencies is accomplished through:

a) lecture/discussion;
b) audiovisual presentations;
c) texts and additional printed material;
d) resource speakers;
e) examination;
f) presentations of case studies;
g) simulation and role playing activities; and,
h) practicum experiences.

Phase II of the project involves the delivery of coursework. This is to be accomplished via the Learn/Alaska Telecommunication System. This network consists of three types of communication technology. These are used separately and in conjunction with each other and include:

a) audio-conferencing (speaker-telephone systems);
b) instructional television (video cassette and statewide satellite television channel); and,
c) computer service (to delivery instruction and serve as a "mail" exchange).

Currently, two courses are being offered to educators located in eleven different areas of Alaska. The first course "The Exceptional Learner", an introduction to exceptionalities, is a computer assisted course. The text and accompanying computer program used for the course is Cartwright, G.P., Cartwright, C.A., and Ward, M.E. (1984), Educating Special Learners, Belmont, California: Wadsworth Publishing Company. The course consists of reading the text, viewing the accompanying computer program, reading articles concerned with various issues related to handicapping conditions (which have been compiled in a Book of Readings), and viewing relevant movies. Evaluation procedures include quizzes, a final exam, and article/film critiques. Although students have been provided with a course outline for reading and completing assignments, students can progress basically at their own rate attending to sections in any order they deem most appropriate. For example, the quizzes are arranged to follow certain chapters (i.e. chapter 1,2,3, - Quiz #1, chapters 4,5,6 - Quiz #2, etc).

Students, then, can address any set of chapters in any order. In addition, three audio-conferences have been arranged to compliment the course. One served as an introduction to the course at the beginning of the semester, one will take place in the middle of the semester and the third is scheduled for the end of the class to serve as a wrap-up and course evaluation.

The second course presently being taught is "An Overview of Rural Special Education". The course is offered to teachers located in rural/remote areas as well as to a group of students on the Anchorage campus. Students have a wide variety of backgrounds from special education teachers, regular education teachers, to undergraduate senior level students. The course outline lists the topics to be discussed during the semester. Lectures were planned to move from general overview topics, to more specific techniques/issues topics back to a more global, question/planning issue concerned with the future of rural special education. The "Overview of Rural Education" lecture discusses the history of rural education in the country as well as the development of education in Alaska. Strengths and weaknesses of rural education are discussed and possible solutions to problems are presented. The "Overview of Rural Special Education" lecture was prepared by Doris Helge, Director of ACRES/NRDI and discussed rural special education considerations. Other topics included Father Michael Oleksa's (UAF) discussion of customs and beliefs of the Yupik people and Alba Ortiz's (University of Texas, Austin) discussion of the Bilingual Exceptional Student including the pre-referral process. Assessment of bilingual exceptional students was discussed from the classroom teacher's vantage point. The lecture by Lee Wilson, UAA, included tests that are typically used in assessment, biases included in tests, information test results can provide, and information the tester can provide.

Other lectures are to include - a service delivery system (Alaska Resources for Moderately and Severely Impaired - ARMSI) for low-incidence handicapped students. A team of specialists (i.e. speech pathologists, vision and hearing experts, occupation and physical therapists, etc.) contract with school districts around the state to provide services to this special group of handicapped students. These services include: assessment, IEP writing, training for para-professionals in carrying out programs, and program monitoring. This is a very workable model for areas with large areas to cover and perhaps only a few students with a low incidence handicap. However, staff burnout can be the result of several problems that can hinder the complete success of the model. One must consider the complications of scheduling. Several components play key factors:

a) how to schedule a few teachers to travel to many places without having to be gone from home every week - a sure path to burnout;

b) flight arrangements necessitating spending down-time in the village waiting to get out and on to the next place;

c) weather conditions such that trips are often cancelled or at best postponed until a later date; and,

d) meeting the needs of the student and village school.

Additional lectures include specific techniques for use in the mainstream classroom and characteristics of successful rural/remote educators. Administration concerns, power structures, and stress management considerations are also presented.

During the course of the semester four on-site audio-conferences are conducted; one as a specific lecture session, two as material review and wrap-up, and one as a course information dissemination session. In addition, an individual audio-conference was conducted by the course instructor with each off-campus site.

Evaluation procedures included: a mid-term, final exam, a book critique, and various other class assignments including a writing exchange between class members. This provided class members with contact as well as an opportunity for rural students to have their more urban counterparts gather information and resources while the urban students were provided an opportunity to learn more about life in rural America.

As can well be imagined, the logistics of organizing and delivering such a course can at times be mind-boggling. The details are never ending - from registration; books; scheduling audio-conferences; composing, taping, copying and mailing tapes; mailing course information; collecting materials; changing schedules to accomodating drop-outs; to dealing with bush mail delivery.

As with any course, there are the drop-outs who only are in the course long enough to get registered, receive the books and be assigned as someone's writing partner. This of course ensures the complicated version of the withdrawal process. The drop-out rate is usually higher with distance delivered courses.

Studies have indicated courses such as this have anywhere from a 30% - 90% drop-out rate. There are many reasons for this - some include:

a) when in a group of people one or two become negative about the course, the others join in as peer pressure takes over with no positive comments coming in;

b) sites that have weak facilitators (a strong facilitator, can point out the positive as the instructor on-campus does and bring the group back around);

c) people who are entirely on their own and have no contact with others (although some of our "better" students are the only one at their site);

d) people who overcommitted themselves and this course, with the contact so far away, is the easiest thing not to do; and,

e) people who want three easy credits and don't really want to work as one should for a graduate level course.

Much still needs to be done to determine the best methods by which we keep the attrition rate as low as possible. That is one of the main objectives of this rural special education project. As we continue to deliver courses to rural/remote areas, we continue to compile suggestions to the solution of the project's service delivery model system.

Suggestions to help keep attrition rates as low as possible that are presently being studied include:

a) having a strong facilitator at each site;

b) having each site set a scheduled meeting time - not a meet as we find the time schedule;

c) instructor and graduate students make unexpected phone calls to each student to check on progress and problems;

d) instructor makes a site visit at the beginning of each semester;

e) instructor brings books and materials to students during that initial visit.

As Project Coordinator, I feel enthusiastic about the prognosis for our project. This, the first semester we offered courses to the rural/remote areas, has taught us a great deal. Our list of ideas on how to refine the system continues to grow. We are currently organizing two additional courses to be offered during Fall, 1986 semester. The courses are "Organization and Management of Special Education" and "Theories of Learning Disabilities". These two courses will be offered in addition to the "Exceptional Learner" class and all will incorporate ideas and suggestions mentioned above. We feel we have a viable pre-service delivery system. As with anything new, the "bugs" need to be worked out, but with the continued support and flexibility of both students and instructor; the system can work and prove to be extremely beneficial to those teaching in rural America.

ALCHESAY HIGH SCHOOL

Tracy Carrington
Principal

Steve Hainec
Assistant Principal

Gary Grube
Counselor

Dr. Elizabeth Bonnett
Counselor

December 20, 1985

ACRES Conference
359 Miller Hall
Western Washington University
Bellingham, WA 98225

Whiteriver Public Schools has developed what we feel is a unique approach to the vocational education of special need students. Our program is tailored to meet the needs of trainable mentally handicapped, educable mentally handicapped, and the learning disabled. We have various components, such as, a sheltered workshop producing wood products for sale, a solar greenhouse raising and marketing house and garden plants, a vocational preparation class, work experience program, and a vocational evaluation program.

Since the inception of our program more than five years ago we have had numerous inquiries into what our program is, how it got started, etc. We feel that your convention would give us a unique opportunity to transmitt the details of our program rural educators on a functional basis.

If granted the opportunity we would like to utilize a half an hour of your time to exhibit a video tape presentation to the audience and provide those interested with a descriptive pamphlet and an opportunity to ask any questions.

K. J. Edmondson,
Vocational Evaluator
Special Education Department

KJE:vt

P.O. Box 190 Whiteriver, Arizona 85941 (602) 338-4848

Thursday, April 24

9:30-11:00 am

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 71
1 STORER STREET, KENNEBUNK, MAINE 04043
TELEPHONE (207) 985-3172

LEO G. MARTIN SUPERINTENDENT
BARBARA PILLSBURY SPECIAL EDUCATION
ROBERT LEWIA BUSINESS MANAGER

ABSTRACT

The purpose of the presentation is to develop an awareness among educators of an easily transferable and mainly self-supporting secondary vocational education program for special needs students. It has a two-fold thrust: one, the extension of existing Cooperative Education programs by adding a special needs component and, two, the establishment of self-supporting student run businesses within a regular high school and its community; for example, a community business needs survey in Kennebunk/Kennebunkport, Maine found needs for a video-taping business (weddings, graduation, child identification, insurance, etc.), a horticultural/landscaping business, a food service business (luncheons, catering, business meetings), a custom car care service (interior and exterior cleaning and preservation), a towel rental business, a clothing repair and sales business, and a computerized accounting service. This is done without additional staff.

Methodology is concrete, direct experience. Carefully sequenced itemized performance objectives have been developed for each business. Gifted and talented and regular education students join the special needs students in the businesses and as members of the Board of Directors, forming a conglomerate and experiencing and learning the free enterprise system.

The program is educationally significant because it allows for immediate transfer of theory into practice, provides a transition from school into the workplace, graduates students with marketable skills, and inspires entrepreneurship rather than dependency on sheltered workshops or welfare.

It is significant to vocational special needs because of the educational significance stated above and because it is of minor cost, can become self-supporting, and is easily implemented.

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MAINE'S FINEST RESORT AREA KENNEBUNK – KENNEBUNKPORT – KENNEBUNK BEACH – CAPE PORPOISE – GOOSE ROCKS BEACH

Thursday, April24

9:30-11:00 am

Presentor - Joe Edmondson
Alchesay High School
Whiteriver Public Schools
Whiteriver, Arizona 85941

Title: VOCATIONAL TRAINING FOR THE HANDICAPPED

This presentation is intended to give the special education teacher an opportunity to visit, via video tape, the vocational program for special education students in Whiteriver, Arizona. This program is now five years old. It includes a sheltered woodshop program, a talent development program, a horticulture solar greenhouse program, a work experience program, and vocational life skills component. The purpose of the presentation is to provide ideas for other schools and to answer inquiries regarding the various aspects of the program. Some of the products produced in the sheltered woodshop will be on display.

Thursday, April 24

9:30-11:00 am

Presentor: Jewell H. Makolin
1516 Carriage Hills Drive
Westminster, Maryland 21157

'Lest They Drown In The Mainstream

This presentation deals with three issues:

(1) Making modifications in the least restrictive environment of regular high school classes to accommodate the learning needs of mildly handicapped students.

(2) Assisting special education teachers to develop communication and affective skills which will assist them in the task of being a resource person to regular education teachers.

(3) Assisting the regular education teacher to develop attitudes, approaches and strategies to accommodate the learning needs of mildly handicapped students.

Some background about our school system should be helpful to you in understanding why this approach has been successful. We are a rural farm area located fifty miles northeast of Washington, twenty miles south of Gettysburg and twenty to forty miles northwest of Baltimore depending upon where you live. We are fast becoming the "bedroom" of Washington and Baltimore as small farms are being turned into housing developments. Farming is predicted to remain a major part of our economy but we are beginning to see the development of farm monopolies. Parts of our county are expected to remain rural because of their geographical distance from Washington and Baltimore. Our pupil population is about 20,000 and we serve over 3,000 students in special education. Some students receive resource and consultant service; a few are in self contained special education classes. About six students are in nonpublic placements because their severe learning and emotional problems cause them to be unable to succeed in our local programs for the severely emotionally disturbed. Although we have one special school and several special education centers in regional elementary and middle schools, the bulk of our population is served in their home schools in resource rooms or with itinerant services. It is not unusual for a student to receive multiple services such as occupational therapy, physical therapy, resource special education services, or speech and language. In addition, we serve about one hundred and thirty students birth through age four in home and school programs.

I hope this gives you some idea of where I'm coming from. I'm sure that there is no one in this room who does not know that 504, PL94-142, and PL98-199 - all mandate that special education students must be served in the least restrictive environment in which their educational needs can be met. How many of you also know that the Federal Registry, Volume 46 says that if modifications are needed for a handicapped child to be successful in the LRE, then these modifications must be delineated in the student's IEP?

Just as our county is a mixture of rural and suburban living, so are our parents varied in interests, knowledge, and commitment. Until two and one half years ago we had approached the problem of mainstreaming by informing our special education teachers to meet with the mainstream teachers to determine the needed modifications and then to write these into the IEP. We had offered many courses and workshops in special education to regular education teachers. About two (2) years ago we received a letter from an attorney on behalf of the parents of a 12th grade student with learning disabilities. They alleged that the regular education math teacher had refused to make modifications to accommodate their son's learning disability. Faced with a civil suit instead of a special education hearing, I was told to put out the fire. To make a long story short, we finally negotiated the case without going to court.

In any situation like this, blame or responsibility must be assessed. I felt that the responsibility fell mainly on the central Special Education office. Oh yes, we had notified the principals of this requirement, we had notified the special education teachers and the school ARD committees of this but regular education staff and principals are very busy. Special Education is only a small part of their total program and total concern. Special education teachers do not always know how to approach a peer and ask that peer to change their instructional approach for special education students. They felt very uncomfortable in this role. If the regular education teacher refused to make modifications, the special education teacher could do very little except report the refusal to the SARD committee.

As would be expected, few special education teachers reported to their ARD peers or their administrators that a regular education teacher had refused to make modifications. Other special education teachers were willing to take a stance on this issue but they did it in such a demanding "holier than thou" way that they made things worse for themselves, the special education program, and especially, the student.

It seemed that there was no other choice - we had to have a systematic county wide approach to promoting mainstreaming.

First, I made several assumptions.

(1) If regular education teachers completely understood the law, they would comply.
(2) Willingness on the part of the regular education teacher to comply would not guarantee success. Inservice would be needed.
(3) This inservice would have to be "on going" because of teacher turn over.
(4) This inservice was the responsibility of the county Special Education Department.

It was finally determined to develop a comprehensive checklist of modifications for the mainstream which could be utilized by regular education teachers. Good teaching is good teaching whether it is done by regular education or special education teachers. I studied the research regarding the components of good instruction. I determined what teaching techniques used by special educators could also be used in regular education classes. I determined what teaching strategies traditionally used by regular education teachers could be effectively used in classes where special education students are mainstreamed. I looked at the specific learning needs that students within each handicapping condition might exhibit.

The next task was to do a task analysis of these strategies. Since we are very "gung ho" about computers in our county and since the terms "input" and "output" are part of special education jargon as well as computer jargon, it was decided to divide the strategies between these two categories. When this categorization was accomplished, the objectives were then refined to state exactly what was meant in the simplest possible way.

The next step was to decide how to insure that every regular education teacher in the county got the message that they would be expected to work with the special education teachers in their building to determine modifications for each child they teach. What was the most effective way to present the inservice county wide?

Coward, that I am, I was not about to inservice fifty to one hundred high school teachers in a large group. That statement is partly true and partly for laughs. However, the power of a group can often escalate a mildly negative position of an individual into a negative position which is quite powerful. In addition to this, in a smaller group more interaction can take place. Interaction, when positive, can assist individuals to look at issues differently. Therefore, an arrangement was made with the principals to relinquish their October faculty meeting and instead request that teachers come to an inservice meeting after school or during their daily preparation periods. This allowed us to keep most of the groups to less than twelve. This was more work for me but also more effective. Keeping the groups small guaranteed that "give and take interaction" could take place.

Apr. 18
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Let's take a look at our instrument. In the inservice with the regular education teacher go over item by item teaching strategies as I explain the instrument. My objective is to promote an awareness in them about some of the learning needs of handicapped students as well as other problems mildly handicapped students faced. My objectives for the teachers are:

(1) to become aware of the learning problems and characteristics of mildly handicapped students.
(2) to become aware of the federal laws mandating that students must be served in the least restrictive environment whenever possible and that if modifications are needed these must be recorded in the student's IEP.
(3) to look at the issue of fairness to all students.
(4) to become aware of modifications and strategies which could be made in the mainstream.

This form is completed by using the following process:

The resource or itinerant special education teacher, using the assessment of the student, decides which modifications would be appropriate for the student in each subject area. This list is given to the regular education teacher who decides if the nature of the class is such that those modifications are appropriate. The regular and the special education teacher discuss and negotiate modifications which should be made for each student. These are presented to the ARD committee for discussion. The ARD committee can add or delete objectives. If the parents are present, they participate in determining these objectives in the same way they participate in determining other objectives. The modifications then become part of the IEP.

In the interest of time and because you are special educators rather than regular educators I am not going to go over every item on our checklist but rather call your attention to certain ones. I would like to call your attention to a few specific modifications. Let's look at #1. We have found this a most effective strategy especially when copies are also provided to the special education teachers. It is a time saver and a great assist to the special education teachers when he/she is attempting to tutor a student. Number 6 and 9 are also very effective. Volunteer students and parents can be very helpful in taping. Parents can tape at home. When there is a large amount of taping to be done we pay people to do this. #14 Most handicapped students including SLD ones are notorious for being disorganized. Perhaps the most important thing we can do for any student handicapped or not is to help them develop organizational skills. #18 We recommend that if a student is allowed to tape a lesson that the recorder be put on the teacher's desk and that the teacher have control over when the tape is on. In addition many high school students have difficulty with appearing to be different if they use a tape recorder in class. Therefore the recorded tape is sent to the special education resource room and the student uses it there. We think that this will not be such a problem in the next few years because we have elementary and middle school students who have been using tapes for several years and they don't feel different because of this. In fact it has become the "in thing" to do.

Item #21 We recommend that every teacher assign note takers for each class on a rotating basis. Pressurized paper is purchased and a copy of the lesson is sent to the special education teacher. This assists all students because another copy is available for those who are absent or just want to check their notes.

Item #25 This provides an opportunity to list objectives or modifications not addressed in the other items to meet specific needs of individual students.

Would you please take a few minutes and read the philosophy on which the output modifications are based?

Let me tell you about Warren. About 18 years ago before we knew much about students with learning disabilities, (I'm not sure we know much more now) a student was referred to the guidance department because he refused to turn in any written work on tests unless the task required only short answers. He read anything and everything and could tell the teacher the latest thinking and research on most any subject but he was arrogant and belligerant when anyone tried to force him to write. He was not the favorite student of the staff - most likely because he made his teachers feel like "failures" in their attempts to motivate this 145+ I.Q. student. Those days we called such students underachievers. As counselor I started working with him on a regular basis. It took many counseling sessions before he confided, "I don't write because I can't write and I'd rather that the students and the teachers think I am lazy and stubborn than have them know that I am stupid." He was right that he had a severe disability in encoding the language. Eventually he accepted that he wasn't stupid - but it took a long time to undo the damage of 10 years of being acutely aware of his disability without understanding it. Unseen handicaps are always the most difficult to deal with, aren't they?

From failure, this student eventually went to success. He learned to negotiate with his teachers - a basic skill all of us need. He was allowed to tape his homework instead of writing it, to carry a pocket dictionary, to tape his answers to essay tests. Teachers were more than willing to assist him with his written language skills when they understood his problem.

The clincher is that this student graduated from a top eastern law school and is a successful attorney. He used his negotiating skills to get through and today he seldom writes more than his name - his secretary does everything else for him. This is a classic example of using strengths and circumventing weaknesses.

Now this is an exceptional case but there are many other successful persons out there who still can't encode the language and who were dismal failures in school.

Time does not allow me to go over each of these output modifications but I would like to show you a few modifications we have made for math. These include special rulers, addition and multiplication grids, and conversion charts for fractions and decimals.

One of the things I am most asked by regular education teachers is: Is it fair to the other students to allow these modifications? My flip but sincere answer is, Is it fair to be born handicapped? Someone has said that "there is nothing so unequal as equal education for unequal children", "there is nothing so unequal as equal education for unequal children. But I ask you, has life always been fair to you? It hasn't been to me. I'm sure that you will agree with me that life is often unfair - sometimes brutually so.

The quest for fairness is a "pie in the sky" or "impossible dream" expected, I think, only by the immature dreamer. There is no way you can equalize educational opportunities for handicapped students or for all regular education students. No matter how many modifications we make, life will always be unfair to the handicapped student. I suggest we forget about our quest for fairness and just do our best for all students!

Student Name ______________________________

Subject Areas ______________________________

Mainstream Teachers ______________________________

____

____

____

Signature of Parent

IEP OBJECTIVES FOR THE MAINSTREAM

_____ No input modifications are needed.

_____ No output modifications are needed.

Input Modifications

WHENEVER POSSIBLE THE FOLLOWING MODIFICATIONS WILL BE MADE:

_____ ✓ 1. Provide a study guide or outline covering the objectives, key concepts, questions, course requirements when introducing a new chapter unit etc.

_____ 2. Provide a study sheet with terms or facts needed for tests and quizzes.

_____ 3. Provide a list of key words, concepts, etc. for the daily lesson.

_____ 4. Provide daily summarization of lesson's key points, both oral and visual.

_____ ✓ 5. Assist in highlighting worksheets to indicate most critical information.

_____ ✓ 6. Tape important information for a specific unit or chapter so that the student can listen repeatedly on his own (student aide, parent, volunteer).

_____ 7. Provide outline for lectures.

_____ 8. Condense lengthy directions into steps, i.e. (1) (2)

_____ ✓ 9. Combine tapes and worksheets.

_____ 10. Post date when assignments and projects are due. Remind frequently.

_____ ✓ 11. Make sure printed work (ditto, mimeograph, etc.) is clear.

_____ 12. Seat student in best place to promote listening skills.

_____ 13. Assist student in paying attention to directions and explanations by ______________________________

____

_____ ✓ 14. Stress organizational skills in class and assist student to organize himself for learning.

_____ 15. Use and provide both verbal and visual input.

_____ 16. Be conscious of my rate of speech. Use concise statements or simplified vocabulary to ensure maximum understanding.

_____ 17. Restate oral directions for the group or have another student restate them.

_____ ✓ 18. Allow student to tape parts or all of the class.

_____ 19. Assign a student aide, peer tutor or parent to:

- ____ read aloud to student or group of students
- ____ tape difficult reading matter
- ____ summarize chapters of the textbook

_____ 20. Assign student aide, peer tutor, or parent to review for test.

_____ 21. Have a good note taker (student) make carbon copies of lectures, notes, etc.

Input Modifications
(continued)

______ 22. Assign cooperative learning experiences (group work) where student is in homogeneous or heterogeneous group for:

  ____ peer reading aloud and discussion of material

  ____ group written answers to assignments

  ____ discussion of materials concerned in lectures, audio-visual, etc.

______ 23. Use black magic marker to darken worksheets and other materials.

______ 24. Provide new vocabulary worksheets, study guide (those provided to students) to special education teacher for pre-reading.

______ ✓25. Others not previously covered which relate to the specific handicap of the student:

  ____ a. use unglazed paper for visual impaired.

  ____ b. stand where the student can read lips.

  ____ c. work with assigned interpreter aide to facilitate an effective instructional program.

  ____ d.

  ____ e.

  ____ f.

Output Modifications

Philosophy:

✓ In most subject areas, other than those English classes which teach basic writing skills, the purpose of written activities is to determine if the student knows the required information. Therefore, in these classes the handicapped student should not be penalized because he cannot put his knowledge on paper. Instead, he/she should be offered alternate ways of demonstrating her/his knowledge. This includes daily assignments, written projects and testing procedures.

Example: In a World History class if you want to know whether a student, who is handicapped in the areas of written language, understands the significance of Marco Polo's visit to China, you circumvent his problem by allowing him/her to give the answer in another way, i.e. — by taping or telling the teacher or aide the answers.

WHENEVER POSSIBLE THE FOLLOWING MODIFICATIONS WILL BE MADE:

______. 1. At times, assigning cooperative small group projects instead of individual competitive activities.

______ 2. Allow students to make models, draw or perform a demonstration to meet some class requirements.

______ 3. Provide some self pacing activities.

______ 4.✓ Allow more time to complete written assignments (i.e., in special education resource room or at home).

______ 5.✓ Allow tests to be taken in special education room.

Output Modifications
(continued)

_____ 6. Allow student to take tests by having it read to her/him by:

  ____ special education teacher

  ____ student volunteer

  ____ parent volunteer

_____ 7. Require fewer questions or problems to be completed for homework, seatwork, etc. but still give full credit, (i.e., 5 math problems instead of 8)

_____ 8. Allow student to give short answers to questions on a written assignment such as single word or phrase answers.

_____ 9. Allow student to tape homework.

_____ 10. Allow student to tape reports instead of writing them.

_____ 11. Allow print or cursive writing.

_____ 12. Allow lower standards for acceptable handwriting quality.

_____ 13. Allow student to use a spelling dictionary.

_____ 14. Allow another student or student aide to proofread material to be handed in.

_____ 15. Allow a student to use a calculator for drill practice or to check each problem as he/she works.

_____ 16.✓ Allow computation aids such as, special rulers, grids, graph paper, calculator, etc.

_____ 17. Provide ample wait time when questioning.

_____ 18. Provide a variety of projects or activities to fulfill course requirements which require a reduced amount of writing such as:

  ____ a.

  ____ b.

  ____ c.

_____ 19. Allow the student to audit the course (if the student has sufficient credits). Will be expected to meet the conditions under which regular education students audit. The modifications which have been checked will be used to assist the student.

_____ 20. Allow the student to receive a Pass/Fail Credit instead of a letter grade.

Pass/Fail grades should be used on a limited basis, be the exception rather than the rule, and have the full agreement of the ARD team of which the regular education teacher is a voting member. An example of an effective use of this modification is the student who can understand most of the course content and meet many of the objectives of the course but cannot achieve an average grade, even with allowable modifications. The student with a mild reading deficit but a severe written language deficit is usually a good candidate for this arrangement. Such students usually receive D's, even though they are working up to or beyond the limitations of their learning disability.

Students allowed Pass/Fail modifications are expected to maintain an acceptable attitude and do the work required to the best of his/her ability.

Thursday, April 24

9:30-11:00 am

Presentors: Marsha Stipe
412 S.E. Dorion
Pendleton, OR 97801

Sue Arkless
412 S.E. Dorion
Pendleton, OR 97801

Title: THIS CHILD COMES WITH DIRECTIONS: MAINSTREAMING THE STUDENT WITH A HANDICAPPING CONDITION THROUGH TEACHER INSERVICE

Since the advent of P.L. 94-142 special educators have struggled with the issue involved in mainstreaming handicapped students into regular classes. Handicapped students can be successfully mainstreamed if support is provided for regular classroom teachers. This presentation addresses this challenge. This is a model for inservice training of regular education teachers who have mainstreamed students in their classes. The presentation will include the roles and responsibilities of teaching staff, teaching techniques, training methods and materials used for the inservice. Procedures for program evaluation and follow-up of effectiveness will also be included.

For the past five years this project has been implemented in a two county rural Oregon program for regular education teachers who have severely and profoundly hearing impaired students mainstreamed into their classrooms. The program has been supported by superintendents, principals, teachers and parents. Funding has been through local, state and special grants. The techniques and ideas presented can be applied to other populations of mainstreamed handicapped students. Teachers, administrators, parents and special education coordinators who have attended the inservice feel it has been an invaluable support to providing an appropriate education to their mainstreamed students.

Participants will receive written copies of inservice content procedures and forms for recruiting participants, scheduling, evaluating and follow-up. The presentors will share ideas on applications for other handicapped populations.

Thursday, April 24

9:30-11:00 am

Doris Helge
American Council on Rural Special
Education
MH 359, Western Washington University
Bellingham, WA 98225

Models for Serving Rural Students with Low-Incidence Handicapping Conditions

DORIS HELGE

Abstract: Traditional models designed to provide a continuum of services to handicapped students are inadequate for rural schools attempting to serve students with low-incidence disabilities. Because of the tremendous diversity in rural schools and communities, there is no "one" rural service delivery model. This article delineates factors that must be considered and variables that must be controlled by the rural service delivery model planner. Samples of successful statewide and local district models are described. Each model was designed by manipulation of variables such as staffing, transportation, and governance systems after consideration of district and community characteristics.

DORIS HELGE *is Director, National Rural Research Project, Murray State University, Murray, Kentucky.*

■ Historically, a majority of rural educators have not voiced problems concerning serving mildly and moderately handicapped students. Such students were typically not identified as handicapped in rural areas or were thought to have unusual learning needs but were served in the regular classroom. Thus, compared to their nonrural counterparts, rural mildly/moderately handicapped students have had minimal problems gaining the acceptance of regular classroom teachers and students.

This situation partly reflects the rural norm of "taking care of one's own," as well as the fact that rural Americans inherently dislike the labeling of individuals. It is also partially attributable to the practical nature of rural educators. They tend to "make do" when given inadequate resources (in this case, lack of special education classes).

However, situations were more problematic when teachers were asked to serve students with severe handicaps and those classified in other low-incidence categories. (In rural school systems, this typically includes students having hearing impairments, emotional/behavioral disorders, blindness or other visual impairments, severe orthopedic disabilities or other health impairments, severe mental retardation, and those with multiple or severe handicaps. However, in very small rural schools, a child with mild or moderate mental retardation may have a "low-incidence handicap.")

Rural schools did not have enough enrollments of children with low-incidence disabilities to gain funding for segregated special education classrooms or teaching specialists. They typically also had no other available services or supportive staff. Thus, mainstreaming students who needed major adjustments in classroom curricula, materials, or activities was particularly difficult for regular classroom teachers with large numbers of nonhandicapped students.

Until Public Law 94-142 was in "full implementation," rural children having low-incidence handicaps were typically unserved, or at best, underserved. A national study comparing rural special education services before and after the implementation of P.L. 94-142 indicated that tremendous changes occurred in services available to rural students with low-incidence handicaps (Helge, 1980).

Data gathered for this study via on-site and telephone interviews indicated dramatic increases in the percentages of low-incidence children identified and served. (The percentage of change was 47% from 1975 to 1980.) This was particularly true with severely handicapped populations. Before the implementation of P.L. 94-142, many rural districts/cooperatives had few special services for severely handicapped students. In fact, a majority of the districts/cooperatives were placing such students in residential and private schools and agencies. By 1980, most sampled districts were trying to serve them in their home district/cooperative. In spite of this progress, the overwhelming majority of the rural school systems involved in the sample reported that students with low-incidence handicaps were the most difficult population to serve.

INADEQUACIES OF TRADITIONAL SERVICE DELIVERY MODELS

Traditional models of providing a continuum of services for students with handicapping conditions (i.e., various adaptations of the classic Reynolds framework introduced in 1962) have been vital to those planning special education services in nonrural settings. These models typically include levels of service such as those depicted below and recommend child placement based on an assessment of the level of severity of a handicap.

Hospitals and treatment centers
Hospital school
Residential school
Special day school
Full/part-time & special class
Regular class/resource room
Regular class with consultation
Regular class (without consultation)

Such models are much less appropriate for rural school systems, especially those located in remote geographic areas. For example, a district having two students with cerebral palsy located 250 miles from each other typically cannot cluster these students for services.

Many of the levels of the traditional continuum do not exist in rural areas. For example, many rural school systems historically sent their students with low-incidence handicaps to residential schools located outside their states because they had no in-state option. Likewise, special day schools do not exist in many rural areas. They are simply not a practical alternative.

Traditional continuum-of-services models also assume the existence of a greater number of staff than is typical in most rural schools. An adequate funding base for such staffing has also been assumed, although numerous studies have shown that this is certainly not the rule in the majority of rural systems.

Another inclination of those proposing special education service delivery models has been to identify "the" model for rural service delivery. For example, after the passage of P.L. 94-142, special education cooperatives became widespread, allowing school districts to combine scarce resources so that they could pay for expensive specialized services and staff.

The predominant special education cooperative model involves hiring one or more itinerant specialists who travel as needed to isolated students requiring specialized services. They provide services ranging from direct instruction of children to training staff and consulting with parents. This type of structure has made services available to many previously unserved rural students with handicaps.

However, cooperatives and itinerant staff shared among districts within a collaborative structure have not been a panacea. Even cooperatives have frequently been unable to afford to hire a full-time itinerant staff member to serve only a few low-incidence handicapped students in widely scattered geographic terrain. Itinerant staff tend to be highly stressed professionals, and attrition rates are high. Many itinerant personnel must be self-reinforcers not only when traveling but also when housed in school buildings where their role is "different" and typically misunderstood. Program continuity is difficult, even under the best of arrangements, when a person with specialized training is only able to visit or train the local classroom teacher a few times per year. Finally, traditional itinerant service arrangements are not always an option. Distance between students and services, geographic barriers, and/or inclement weather frequently prohibit transportation of students or professionals on a consistent basis.

CONSIDERATIONS FOR SERVICE DELIVERY PLANNING

Just as urban models are not appropriate for rural schools, there is no "one" rural service delivery model for the great variety of rural school systems and their attendant subcultures. It cannot be assumed that a practice effective in remote Wyoming ranching territory will be viable on an isolated island, in part of a cluster of New England seacoast towns, or in an agricultural migrant camp. Instead, service delivery models must be individually designed for the rural school system and subculture in which they will be implemented.

Each of the 15 factors discussed in the sections that follow must be considered by those designing a service delivery system for students with low-incidence handicaps. Most importantly, the interrelationships between them must be assessed. For example, districts with equivalent population densities should plan in significantly different ways if one school system is surrounded by mountains with relatively untraversable roads all winter, while the other is located in a flat agricultural area with mild winters.

Relationship of District Governance System to External Resources

A district that is administratively part of a cooperative or has access to a state's educational service district typically has greater resources available to it than does a district where the majority of external resources must come from a centralized state education agency (SEA). This is particularly true when the isolated district is located a great distance from the SEA or when geographic or climatic barriers exist.

Population Sparsity

The population per square mile is significant for the model planner. Although a rural system is by definition relatively sparsely populated, services must be planned in a dramatically different manner for small clustered townships than for schools located on remote islands, vast rangelands, or in the isolated bush villages of Alaska. This is important in determining whether students with similar learning needs are available to be clustered for services and in assessing proximity to services.

Distance From Student to Services Needed

Assuming a service exists, the planner needs to know the distance from child to service location or from itinerant staff member to child. Knowledge of the actual travel time will assist in determining whether a service or professional should be transported to the student or vice versa.

Geographic Barriers

Absolute distance from potential services to a student is frequently complicated by geographic barriers such as mountains, untraversable roads, or the necessity of taking ferries or small planes. In some areas of the Northeast and Northwest, roads do not exist. Personnel must either travel by light plane or snowmobile, or even detour through Canada, to reach their rural district. Because the U.S. government owns and prohibits travel through large areas of several Western states, school personnel in these states must frequently travel an extra 2 or 3 hours to reach their service destinations.

Climatic Barriers

In areas with severe climates or seasonal problems such as heavy spring flooding, it may be relatively unimportant (and highly frustrating) to planners that a qualified professional or program is located only an hour's distance from the child. Students with disabilities suffer when program continuity is frequently disrupted by weather-related problems. Administrators also experience difficulties with planning or implementing longitudinal goals for a child.

Language Spoken in the Community

Just as primary languages spoken by a handicapped child must be considered when designing an IEP, the primary language of the rural child and his or her family also has relevance for selecting appropriate personnel, especially

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itinerant staff who visit rural communities with lifestyles and cultures different from their own. It is also extremely important to the administrator who is considering clustering students for services.

Cultural Diversity

Besides the most readily recognized ethnic cultures with which service planners try not to interfere (knowing that disrupting family life interferes with the effectiveness of services), unique rural subcultures must be considered. Research has clearly indicated that some IEP requirements, though well intentioned, were written without extensive familiarity with various rural cultures. Implementing the requirement that written parental permission be obtained, for example, is particularly difficult in some rural-based cultures having no written language.

Similarly, some rural-based subcultures have no concept of special education terms (e.g., learning disabilities). Some religious cultural minorities also have beliefs and traditions that are at variance with school traditions, such as religious holidays that conflict with a school calendar of services. Planners must also be aware of unique community and parent expectations for the success of handicapped students.

Handicapped students who belong to transient rural subcultures (such as migrant and military populations) also provide unique challenges for the rural special education planner. These include tracking children to ensure program continuity.

A relatively new phenomenon facing many rural special education planners is the "boom or bust" syndrome prevalent in states with a priority of developing energy resources. Some special education administrators, faced with "overnight" doubling of their special education population because of temporary influxes of workers, find that by the time they locate resources to provide services, their populations have significantly decreased.

Economic Lifestyles of the Community

Rural communities, particularly those with relatively nondiversified economies, tend to schedule their lives around the requirements they face as they attempt to make a living. Service delivery planners should be aware of total community priorities and events that might influence or even interfere with service delivery. Examples include handicapped children who are absent from school during peak periods of agricultural, fishing, or timber "harvesting" or during seasonal festivals in resort communities.

Community Communication and Power Structures

The special education planner who ignores the existing communication and power structures of a rural community will probably not be required to plan such services for an extended period of time. Typically, informal systems are more potent than those that are formally outlined. Informal rules often have significant ramifications for serving students with disabilities. For example, they may affect such issues as who, in reality, assigns duties to the itinerant specialist, confidentiality of student data, and the person to whom service deliverers feel accountable.

Ages of Students

The planner should ascertain the ages of children to be served in the local district and in any adjacent communities or systems in which collaborative services are being considered. The United States still has many one-room schoolhouses in which one teacher is responsible for a wide range of ages. Studies have shown that such a situation entails a great deal of stress associated with burnout. (Dickerson, 1980; Helge, 1981.) Thus it behooves the administrator to attempt to group students in similar age groups if at all possible. Exceptions, of course, are made when developmental age is more critical than chronological age.

Types and Severity Levels of Disabilities

The level of severity of a disability frequently determines whether or not a student can receive services within the regular classroom setting. Some types of handicapping conditions tend to be more prevalent in some rural subcultures than in others. The National Rural Project, in its 1978–1981 studies, for example, found that areas with colder temperatures tend to have more hearing-impaired children, and that areas of poverty as well as migrant cultures tend to have greater concentrations of mentally retarded children because of inadequate nutrition, health care, and prenatal care. Designing services for such unique groups of students requires specific actions by the planner.

History of Special Education Services

Past services to handicapped children in a particular service area are closely linked not only to available funding and awareness of P.L. 94-142 regulations, but also to community attitudes. In rural communities, key power sources (whether the school board chair or the wealthy farmer who likes children and serves as a janitor during the off-season) have pervasive influences on school services.

Rural citizens are typically unimpressed by what they are told they "have to do" for handicapped students. In contrast, they are highly motivated to provide appropriate services when the initiative is theirs. Adept administrators understand and plan to use such inherent rural community attributes, particularly when attempting changes. In rural communities having a unique ethnic heritage, it is possible and important to plan new services that will be palatable to the native heritage and as much as possible preserve the community's self-determination and identity. It is not surprising that isolated rural communities whose only choice in the past has been to send their disabled students to communities or cities with dissimilar cultures have resisted change—and sometimes, special education as a concept.

Currently Available Resources

While P.L. 94-142 requires that appropriate services be available to each student in the least restrictive environment, the law does not state how such services are to be delivered. Despite their reputation for inflexibility, rural citizens have, out of necessity, long tended to be creative problem-solvers. The model planner should assess all existing resources. The resulting catalog of current resources should include intra-school and external facilities, equipment, and so forth. The planner should then identify and take advantage of the "hidden" resources endemic to rural America such as its sense of volunteerism and community spirit.

Cost Efficiency

When feasible, the planner should assess costs of alternate systems of providing a given service. The fiscal realities of rural schools, departments, and classroom budgets must be considered. However, the planner will typically not be faced with evaluating monetary trade-offs between equivalent alternatives. It is more likely that he or she will have to present a need and request funds from a supervisor, a cost-conscious rural school board, or a community organization.

The administrator should be knowledgeable of budgetary accountability systems. Data gathering and subsequent presentations should consider cost efficiency in light of a varying range of potential effectiveness. The planner should address not only local per-pupil expenditure vs. out-of-district placement costs, but funding alternatives. The planner should also be prepared to answer questions concerning the percentage of the local school district contribution for salaries, transportation, consultants, and equipment.

Expertise and Attitudes of Available Personnel

The planner must not only note the grade levels and types of disabilities that existing personnel are prepared to serve, but also their flexibility in serving as a generalist (i.e., teaching several types of disabilities) or as a specialist. Formal as well as informal training must be considered, and attitudes of personnel toward serving children with various disabilities are equally important. The planner may need to structure staff development opportunities designed to guarantee that students are served by personnel who respect them and are comfortable with their specific disability.

DEALING WITH INTERRELATIONSHIPS AND COMBINATIONS OF FACTORS

The importance of understanding and considering the interrelationships of all 15 of these factors cannot be overemphasized. Combinations of factors are critical and should be weighted more heavily than single-factor barriers to service delivery.

It is difficult to design an effective service delivery model when a rural district has multiple cultures or when, for example, the disabled student resides in a sparsely populated area

150 miles from essential services. The task is even more difficult when the student's culture differs significantly from that of the nearest service area, when service delivery is inhibited by geographic or climatic barriers, or when the community's power structure has low expectations for the success of such a student.

The planner should identify which of the 15 variables are problematic, select those that appear to be most important, and address those variables first. Problems that can be quickly ameliorated (e.g., by linkage with technological or other resources available through the state or by gaining the understanding and support of the local power structure), should be. Usually, the planner can merely acknowledge factors that are unchangeable "givens," such as spring flooding, when designing the service delivery plan.

Figure 1 illustrates the fact that planning becomes a more arduous task as the number of problematic factors increases. As one factor is combined with another and the planner spans out to each concentric circle of Figure 1, it is increasingly difficult to design an appropriate service model.

MODEL DEVELOPMENT

After considering these factors, the planner is ready to develop a workable service delivery model. There is no such thing as a pure model for rural special education service delivery. Rather, eclectic approaches are the rule, and numerous variables must be juggled (such as cost vs. intensity of need or availability of alternate services).

Technological advances are greatly improving the options of the local rural district. For example, it is no longer necessary to choose between hiring a specialist or a generalist if a generalist can use satellite instruction (or some other technology) to supply specialized instructional content.

Variables of a service delivery model that must be manipulated so that the resulting eclectic model has a "fit" are as follows:

Equipment
Facilities
Financial system
Staff development program
Transportation system
Staffing for services

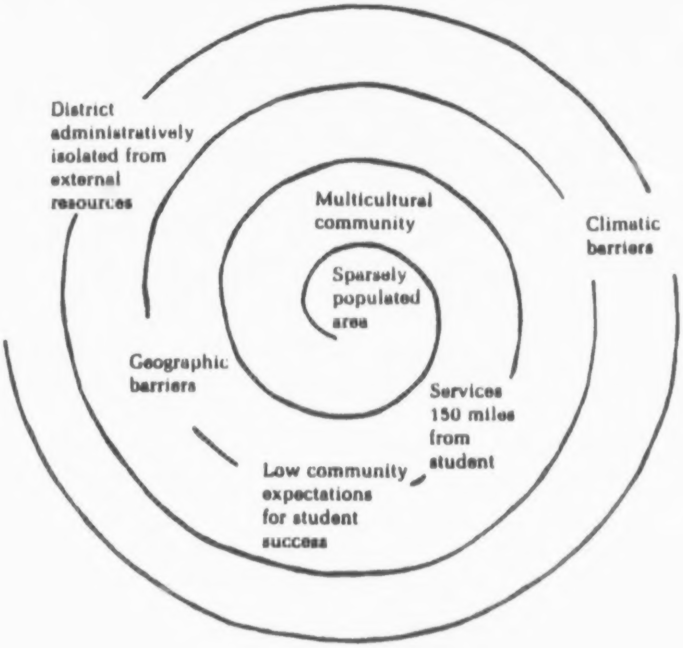
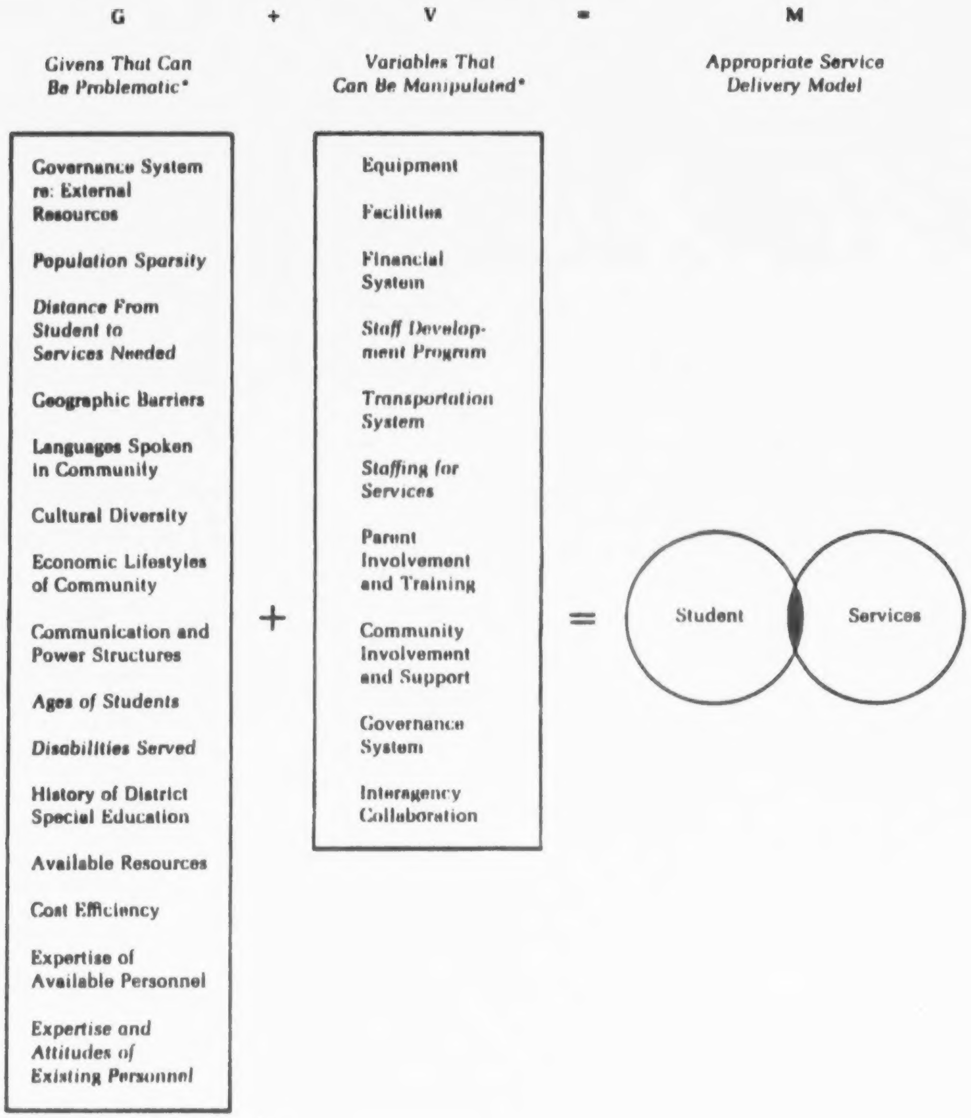

District administratively isolated from external resources
Multicultural community
Climatic barriers
Sparsely populated area
Geographic barriers
Services 150 miles from student
Low community expectations for student success

FIGURE 1. Increasing levels of difficulty in designing a service model.


G
+
V
=
M
Givens That Can Be Problematic*
Variables That Can Be Manipulated*
Appropriate Service Delivery Model
Governance System re: External Resources
Population Sparsity
Distance From Student to Services Needed
Geographic Barriers
Languages Spoken in Community
Cultural Diversity
Economic Lifestyles of Community
Communication and Power Structures
Ages of Students
Disabilities Served
History of District Special Education
Available Resources
Cost Efficiency
Expertise of Available Personnel
Expertise and Attitudes of Existing Personnel
Equipment
Facilities
Financial System
Staff Development Program
Transportation System
Staffing for Services
Parent Involvement and Training
Community Involvement and Support
Governance System
Interagency Collaboration
+
=
Student
Services

*Items italicized are illustrative.

FIGURE 2. Consideration of "givens" and manipulation of "variables" allows the planner to create an appropriate service model.

Parent involvement and training
Community involvement and support
Governance system
Interagency collaboration

Figure 2 illustrates the process of designing a rural service delivery model. Factors that can present planning problems but cannot be controlled by the model designer are termed "givens." Factors that can be manipulated by the planner are labeled "variables." The planner can create an appropriate service delivery model by recognizing givens and controlling variables.

SAMPLES OF SUCCESSFUL SERVICE DELIVERY MODELS

The reader is reminded that low-incidence disabilities vary greatly from district to district because of population and environmental influences. Thus, in one district, a given model may be used to serve students who are cerebral palsied or deaf. In another district, the model may be adapted to serve the only moderately retarded student in the district.

Development of each of the successful models described in this section involved the recognition of factors discussed in the section on considerations for service delivery planning. Each design highlights the manipulation of one or more of the ten variables listed, although none of the models controlled or changed all of them.

An adroit planner would not directly "transport" any of the sample models, but would consider them illustrative of the ways in which factors can be recognized and/or variables manipulated in order to create a subculture-specific model. Table 1 illustrates the variety of formats used by the sample models.

State-Funded Intermediate Education Units (IEUs)

This administrative structure uses regional specialists who provide technical assistance and consultation to local district personnel. Some IEUs are designed specifically to provide special education services, and some are designed to provide all specialized services that are difficult for small districts to provide (e.g., comprehensive vocational education). Most IEUs are administratively part of the state department of education, although one state (Nebraska) specifically separates its IEU from the state education agency.

IEU personnel generally provide services only to other professionals. This pattern is sometimes varied to demonstrate an effective technique or to train a professional to deliver the service independently in the future.

Although inservice activities are sometimes held across regions or on a statewide basis, most are specifically planned for a district or region. Some IEUs have centralized media and materials centers with extensive options for check-out, and some states incorporate mobile materials centers. Generic specialists (e.g., resource room teachers) at the local level are sometimes supported by specialized regional consultants (i.e., those dealing with a specific type of exceptionality such as visual impairment). This type of model is responsive to rural remote districts when consultant responsibilities are aligned by geographic regions vs. an entire state. The planner adapting it for a particular district would want to design safeguards so a generic specialist did not become too dependent on a regional specialist. This would prevent inadequate services or a lack of services in the absence of the regional specialist.

Statewide Networks of Itinerant Specialists

The small rural state of New Hampshire has implemented a system to serve students with the low-incidence handicaps of hearing and visual impairments. This system is operated by contract with a private firm that hires consultants to provide services to blind and deaf students in remote rural areas with no specialized local personnel. These consultants also train local personnel to deliver follow-up services until they return. Items from an extensive media and materials center are taken to the local district for use when the consultants are absent, and are varied and updated as needed.

Statewide Model to Provide Consulting Services for Teachers

The rural state of Vermont was funded by the U.S. Office of Special Education Programs (SEP) to develop a trainer-of-trainers model addressing the needs of students with low-incidence handicaps. The model involves collabortion between the University of Vermont, the state department of education, and local rural districts across the state. Teacher consultants, similar to master teachers, were trained by university faculty to train regular class teachers to mainstream and effectively work with low-incidence handicapped children. All teacher consultants became adjunct faculty of the university and teachers who were success-

TABLE 1
Examples of Models Which Manipulated "Variables" After Considering "Givens" of Serving Students with Low-Incidence Handicaps

Sample Model	*Equipment*	*Facilities*	*Financial System*	*Staff Development Program*	*Transportation System*	*Staffing*	*Parent Involvement*	*Community Involvement*	*Governance System*	*Interagency Collaboration*
State-funded IEUs	X	X	X	X	X	X			X	X
Statewide networks of consulting itinerants	X	X	X	X	X	X				
Statewide model to provide consulting services for regular teachers of low-incidence handicapped				X		X				
Statewide I-team model re severely handicapped				X			X		X	X
Statewide model to provide services to culturally different students		X	X	X	X	X	X	X	X	
Local special education cooperatives	X	X	X	X	X	X			X	X
Noncategorical resource rooms	X	X		X		X				
Model identifying and using all potential resources within an isolated district	X	X	X			X	X	X		X
Models incorporating advanced technologies	X	X		X	X	X	X			X
Models using paraprofessionals			X	X		X		X		

fully trained received university credits. Teacher consultants did not provide direct services unless it was necessary to demonstrate effective techniques. The model provided for consistent availability of consultants to the regular educators.

Statewide Interdisciplinary Team Model

A contrast to the one-on-one model for training regular educators is Vermont's Interdisciplinary Team (I-Team) Model. It is organized specifically to enhance services to more severely handicapped students. The concept involves local I-Teams, a regional educational specialist (ES), and a state I-Team. The levels interface with each other. Each I-Team contains several specialists such as special educators and specialists in communications, physical therapy, occupational therapy, medicine, engineering, and carpentry.

The regional educational specialist is locally based and coordinates services for multihandicapped students in a region. A local or state I-Team member may be asked for assistance. The regional ES position reduces travel time required to deliver services including assessment; staffing to generate recommendations; training to teachers, parents, educational specialists, and others; monitoring the implementation of recommendations; and coordinating training and consultative services.

Local I-Team members encourage parent support by home visits and by providing parent training. Parents participating in I-Team services also may attend formal class sessions taught by state I-Team members or university faculty. The state I-Team serves districts that lack a local team, and also provides technical assistance and training to all local I-Teams needing such services.

Statewide Model to Provide Services to Culturally Different Students with Moderate and Severe Handicaps

Sparse populations of Eskimo, Indian, and Aleut families scattered across the 586,000 square miles of Alaska presented unique challenges to those attempting to upgrade the state's system for full implementation of P.L. 94-142. The state's previous system placed students with severe and other low-incidence handicaps in urban residential schools or foster care. Such a system grossly interfered with the self-determination of native families and with perpetuation of the cultural identity of remote Alaska villages. Problems also existed with continuity of local services because of the high personnel attrition rates of newcomers attempting to live and work with bush village cultures.

A statewide model entitled Alaska Resources for the Moderately/Severely Impaired (ARMSI) was designed to provide professional services and consultation to students and their teachers. The primary strength of the model is that services are offered within the local villages. The thesis of this model was that most local schools, with the proper degree of assistance, can provide an appropriate public education for most students.

ARMSI was initiated in 1981, and centralized the coordination of all services for this massive state, although service delivery was localized. ARMSI became the umbrella service agency and recruited experienced staff who previously worked with various fragmented service agencies. The 18 staff members thus have extensive experience working in Alaska bush villages and knowledge of how to work and communicate with villagers.

Staff serve as itinerant specialists and offer three basic types of assistance: (a) direct instruction and other services to children and youth; (b) training of and consultation with school district staff; and (c) dissemination of instructional materials and information. This assistance takes place during on-site visits to the villages 3 to 4 times per year. Personnel stay at a school or district for about 3 days on each occasion. The visits are part of technical assistance agreements designed by ARMSI and each local district. Because the itinerant educators continue to work with the same children for several years, the project has the potential of bringing greater educational continuity. Longitudinal goals are more likely to be carried out.

Cooperative Administrative Structures at the Local Level

P.L. 94-142 regulations specify that any LEA unable to qualify for a $7,500 allocation (based on the number of handicapped children served) will receive no pass-through funds. This guideline obviously encourages the formation of consortium arrangements to provide special services, and these have typically been titled "special education cooperatives."

The operation of cooperatives is as varied as the geographic terrain and climatic conditions in which they exist. Pooling funds through various kinds of administrative structures allows single districts that are part of a cooperative to better meet the needs of rural students with low-incidence handicaps. Where geographic distances and climatic variables are not unwieldy, districts can cooperatively hire a person to serve children who were previously unserved or underserved because a single district could not afford a full-time person to serve a few students.

Districts can also cooperatively fund and host inservice training addressing low-incidence needs, and jointly fund relevant equipment, media, and materials. Districts located in close enough proximity frequently cooperatively transport students and/or centralize diagnostic or intervention services.

Noncategorical Resource Room Model

This model is frequently called an interrelated classroom or simply, a resource room. It is typically used by local districts having too few students with any particular disability to warrant establishing a segregated class for children with mental retardation, learning disabilities, etc. The emphasis in variations of this model is on improving academic, behavioral, or psychomotor deficits through individualizing a child's curriculum and other learning experiences.

The types of disabilities served in each classroom vary tremendously from district to district. Students are typically mainstreamed into regular classes whenever appropriate. In a cooperative, students are sometimes transported to a central location for the resource room. More frequently, the noncategorical service area is confined to one district or building. This ensures greater access to regular classes and regular classroom teachers as students are mainstreamed. In fact, the strongest programs observed by the author have been those with the greatest interaction between the noncategorical resource teacher and regular educators.

One variable to be manipulated in this model is the percentage of the resource teacher's time spent providing direct services to students assigned to the resource room and the percentage of time spent consulting with their regular classroom teachers.

Some resource rooms serve students who are not classified as special education students so that the program will have less stigma and regular class teachers will be more likely to use materials available through the resource room. The most effective programs totally individualize the implementation of IEP goals, and many resource rooms seldom involve students actually working together.

Some resource rooms have aides funded by the district or by another program such as a government CETA program. Others involve parents, community volunteers, or university practicum students, and many rural resource room teachers function independently.

Model to Identify Scarce Resources

Several districts that were extremely isolated from other districts and from state resources have identified and optimally used every possible resource within their community. They have found that using community personnel as resources has created a side benefit of additional community support for their schools.

Although the model varies from community to community, the following basic components are consistently present:

1. Completion of a needs assessment at the total school and individual classroom level.
2. Completion of a resource survey of all school personnel, listing skills and competencies that could be shared with others, including children with low-incidence handicaps. Data on potential community and parent resources were an integral part of the resource base. Community facilities and equipment are included in the resource data bank.
3. Use of a manual card-sorting or a computerized retrieval system to link identified resources and needs. This linkage may include having one teacher, uncomfortable working with a student with a hearing impairment, view another teacher with skills in this area. It may also include using high school students in a child development class as "extra manpower" by having them assist a special education teacher with follow-up motor skill activities for students with severe physical impairments. Other schools have used unemployed certified teachers, retired teachers, and other community members as volunteers in the class-

room. Isolated resort communities have actively recruited the assistance of long-term visitors. Volunteers provide services ranging from tutoring students to furnishing transportation. They reduce staff development costs by managing a classroom while a teacher engages in inservice, peer observation, or other relevant activities.

The legalities and protocol of each model are individualized for the particular district in which the model was incorporated. However, in all cases, an evolving foundation of school resources was established. Community support for the school was enhanced in each location because citizens became integrally involved in special education programming.

Models Incorporating Advanced Technologies

The use of advanced technology as a tool for serving remotely located students with low-incidence disabilities is rapidly growing in popularity. For example, a variety of systems has been used to send instructions to isolated educators inadequately trained to teach children with low-incidence handicaps. Model design ranges from consultant-teacher communication by satellite to mobile inservice vans bearing computers programmed to teach specific subject areas. Less expensive models include exchanges of videotapes and one/two-way television instruction.

Technological approaches will be limited more by the imagination of the service planner than by the cost of equipment. Alternate types of advanced technologies are becoming increasingly available in agencies external to schools. Many districts have found human service agencies willing to collaborate in service delivery, especially when highly specialized equipment is not used by the agency on a full-time basis. Likewise, many rural businesses have been willing to share equipment. Adept administrators have been able to borrow equipment by emphasizing advantages to local businesses, such as enhancement of their community image and potential tax write-offs.

Models Using Paraprofessionals

Trained paraprofessionals are frequently used by rural school districts when certified personnel are unavailable. Paraprofessionals support special and regular educators conducting classroom or therapy activities with a handicapped student. Tutoring activities might range from academic or psychomotor curriculum activities to counseling regarding improvement of social skills. Paraprofessionals might also conduct follow-through exercises assigned by a speech, physical, or occupational therapist or assist with adaptive physical education exercises.

An essential ingredient in the effective design of a paraprofessional model is appropriate training and careful observation of performance. Trained paraprofessionals are frequently teamed with parent and community volunteers. Paraprofessional personnel are usually paid staff members, although there have been instances in which they functioned on a volunteer basis. Most rural paraprofessional programs have assumed that paraprofessionals will function as generalists. Their specialized tasks are generally limited to supervised follow-through activities assigned by speech, occupational, or physical therapists.

SUMMARY

Traditional models designed to provide a continuum of services to handicapped students are inadequate for rural schools attempting to serve students with low-incidence handicaps. Because of the tremendous diversity in rural school systems, there is no "one" rural service delivery model. There are, however, a number of community and district characteristics that a model designer must consider. The planner may then appropriately control variables such as usage of personnel, transportation systems, and community involvement to design an individualized model viable for the student, district, and community.

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Adaptive P.E. Ideas and Activities For Use in the Rural Elementary School System

Often in the rural school system there is not an adaptive p.e. specialist, physical therapist, or occupational therapist on staff to provide service for children who have special motor needs yet the needs exist and should be addressed. This workshop is designed to give the classroom or physical education teacher a broad range of activities to help service children who fall in this catagory.

Examples of children who could benefit from adaptive p.e. services include those with gross and fine motor difficulties, sensory integration problems, physically handicapped, perceptual-motor deficiencies, and those children who cannot participate successfully or safely in a regular p.e. program. This is not to take the place of a formal motor skill evaluation. It is assumed that such an evaluation has already taken place.

The activities in this workshop are exclusively for support purposes. Examples of activities and areas to be discussed include:

I. Eye-hand coordination
II. Vestibular Stimulation/Balance
III. Fine-motor skills
IV. Bilateral and general coordination
V. Reaction speed
VI. Tactile discrimination
VII. Body awareness
VIII. Locomotor skills
IX. Rhythm and timing
X. Space and direction
XI. Motor planning

This workshop will provide its participants with hands-on experience in this area of specialty. Handouts will be provided on the areas discussed as well as a variety of resources available. Comfortable active wear is recommended for participation.

Children who have motor skill deficiencies very often have poor self-images and lack confidence in many areas. Upon completion of this workshop the participants will have a better understanding of children within their school and how to provide service to meet their needs and build up their self-confidence. We all need love and security and if we as educators can provide it for our special children lets do it and help them to love themselves and feel good within their society!

Thursday, April 24

9:30-11:00 am

Cindy Hodgeson
Tanque Verde USD
4201 N Melpomene Way
Tucson, AZ 85749

CONCURRENT SESSIONS
THURSDAY, APRIL 24

11:20 - 12:20 PM

Thursday, April 24

11:20-12:20 pm

Presenter: David E. Greenburg
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Title: CRITICAL SUCCESS FACTORS OF SPECIAL EDUCATION ADMINISTRATORS

The purpose of this study was to emprirically identify and describe critical success factors (CSFs) of local special education administrators and to determine the extent to which these factors differed across organizational and demographic variables. The study additionally determined the differences in critical success factors of a nominated group of effective administrators with a random sample of local special education administrators.

Data analysis revealed the effective administrators placed greater value on the CSFs in terms of the criticalness to their attainment of success. Further analysis indicated multiple districy representatives found CSFs more difficult to attain levels of success than on their single district counterparts. Analysis of the survey respondent variable setting indicated suburban administrators rated some items more critical and difficult than rural and urban types. Analysis of the variable size revealed no specific pattern in terms of its impact on success.

The findings clearly supported the premise that the effective administrators were more concerned about how they and their programs were to maintain and strive for excellence, as well as demonstrating competence, than the random respondents. Additionally, representatives from multiple district programs face greater challenges with respect to achieving success on the identified CSFs. The variables organizational size and setting were of little significance with regard to the attainment of success of the critical success factors for the administrators.

NOTE: This document is comprised of excerpts from a report of the study prepared by Drs. Leonard C. Burrello and David J. Zadnik. The more detailed report is available from the Council of Administrators of Special Education (CASE).

THE PROBLEM

The Council of Administrators of Special Education (CASE) Research Committee has undertaken a series of research efforts to initiate the development of a database of effective leadership practices in local special education administration. The purpose of this study (the second in the series) was to empirically identify and describe critical success factors (CSFs) of local special education administrators and to determine the extent to which these success factors differed across organizational and demographic variables. Additionally, this study compared the responses of a nominated group of effective administrators with a random sample of local special education administrators.

Specifically, the study's intent was to answer the following questions:
(1) What are the critical success factors (CSFs) of local special education administrators (chief executive officers) who are responsible for the administration and supervision of programs?
(2) How do critical success factors differ for local special education administrators across the variables of organizational structure, size, and setting?
(3) How do the critical success factors of a nominated group of effective local special education administrators differ from those identified by a random group of local administrators?

CONCEPTUAL FRAMEWORK

Sergiovanni (1984) asserts there are discriminating aspects at play which differentiate excellence from competence in leadership and organizations. Competence he defines as "the mastery of certain predetermined, essential fundamentals" (pg. 5). Leaders and organizations demonstrate competence when they are performing up to standards and students are achieving to fundamental academic competence. Effective and efficient planning, organizing, and coordinating school activities are functions of leadership which represent technical competence. Utilizing effective conflict management skills and providing clinical supervision are two additional examples of ways leaders and organizations maintain the levels needed for competent schooling.

Sergiovanni (1984) characterizes five forces of leadership which influence educational organizations. Force, here, is defined as "the means available to school personnel to bring about or preserve changes needed to improve schooling" (pg. 6). They are listed below:

1. Technical forces are derived from sound management practices.
2. Human forces are derived from harnessing available social and interpersonal resources.
3. Educational forces are derived from expert knowledge about matters of education and schooling.
4. Symbolic forces are derived from focusing the attention of others on matters of importance to the organization.
5. Cultural forces are derived from building a unique organizational culture. (pg. 6)

These forces, including theoretical constructs and educational examples for each, are presented in the attached Figure 1 (Sergiovanni, 1984, p. 12). He additionally makes the following assertions about the relationships of these five forces.

"1. Technical and human leadership forces are generic and thus share identical qualities with competent management and leadership wherever they are expressed. They are not, therefore, unique to the program and its enterprise regardless of how important they may be.

2. Educational, symbolic, and cultural leadership forces are situational and contextual, deriving their unique qualities from specific matters of education and schooling. These qualities differentiate educational leadership, supervision, and administration from management and leadership in general.

3. Technical, human, and educational aspects of educational leadership forces are essential to competent schooling, and their absence contributes to ineffectiveness. The strength of their presence along, however, is not sufficient to bring about excellence in schooling.

4. Cultural and symbolic aspects of substantive leadership forces are essential to excellence in schooling. Their absence, however, does not appear to negatively affect routine competence." (pg. 9)

To capture the leadership forces and requirements with respect to effective special education administrators and programs, a strategy known as the critical success factor method was applied. The method is a procedure for identifying personal and organizational factors which can lead to effective and successful performance. It has traditionally been applied in business and industrial environments, although it does hold promise as a method for defining critical program areas for the special education administrator. It can be used for identifying personal as well as organizational factors which enhance successful performance.

METHOD

This research study combined aspects of qualitative and quantitative research methodologies. The first activity entailed the identification of a group of local special education administrators considered by their peers to be effective in managing special education programs. The researcher, through phone contact and mailed nominee forms, solicited the advice of "boundary spanners" to nominate the effective reference group. "Boundary spanners" is a term used to indicate a group of professionals who, by reputation and position, span individual reference groups and nave a national as well as regional perspective on emerging issues, people, and programs decicated to special education. Boundary spanners for this study were each state director of special education (N=50), each Council of Administrators of Special Education (CASE) state president (N=25), each CASE Executive Committee member (N=15), each Regional Resource Center Director (N=6), and professors of university training programs in special education administration. The nominating process yielded a pool of 250 effective local special education administrators across the nation.

Fifteen individuals from the effective sample (3 groups of 5 each from urban, suburban, and rural settings) were selected for interview. The purpose of the interviews was to identify a pool of critical success factors of local special education administrators while they manage their programs. The criteria for selecting the 15 interviewees from the group of 250 was as follows:
(1) Individuals nominated by multiple boundary spanners were ranked by

frequency of nomination. These individuals were considered to be primary candidates.
(2) The interviewee pool was to include at least one representative from each of the 6 regions in the nation and represent a range of organizational structures, sizes, and settings.
(3) The willingness of a nominee to participate in the study and to share any evaluative data substantiating the nomination was also considered.
Based on the above criteria, 17 individuals were selected to interview, with 14 agreeing to participate.

Semistructured interviews were conducted either face-to-face or by telephone with each individual on two separate occastions. During the first interview, each respondent was asked to identify those general job-related areas of activity that "must go right" in order for him/her and the organization to be successful (critical success factors). Each CSF was then defined and described in behavioral terms. Additionally, each respondent was asked to identify measures for each CSF. A measure was defined as a means of assessing the status of each CSF.

The purpose of the second interview was to validate and verify the information gathered from the initial interview. Each respondent was asked to add, delete, or modify the list of critical success factors and corresponding measures. Changes and additions were then made to the existing list of CSFs and measures which resulted in a final draft of the critical success factor statements.

Each respondent's listing of CSFs and measures was coded by personal or organizational type for the purpose of sorting. The intent of the first sort was to classify the administrators' responses by themes. One hundred fifty-one critical success factor statements were sorted into 11 general categories. The themes were (1) Personnel, (2) Communication, (3) Regular education, (4) Public relations, (5) Innovation/Risk taking, (6) Interpersonal, (7) Planning/Decision making, (8) Personal growth, (9) Techical, (10) Credibility/Accountability, and (11) Program effectiveness.

A second sort on the critical success factor statements eliminated redundancies among items within each category. This sort reduced the list of critical success factors to 53 statements. These qualitative data were used to construct a survey instrument sent to the effective reference group and to a random sample of special education administrators.

Another set of sorting activities was conducted on the 53 survey items before constructing the final version of the mailed survey instrument. Using Sergiovanni's (1984) framework of leadership forces, the items were initially classified by technical, human, educational, symbolic, and cultural dimensions. Each survey item within these leadership forces were then categorized by personal or organizational type.

For each survey statement, the respondent was to make two decisons. The first decision required the respondent to decide to what degree, on a five-point Likert-type scale, was the statement a critical determinant of his/her success or the program's success. For the second decision, the respondent was to indicate how difficult it was for him/her and/or members of the organization to achieve success on that statement from the least difficult to most difficult on a nine-point Likert-type scale.

The surveys were mailed to the remaining 236 effective local special education administrators and to the random sample of 496 special education administrators. For the latter group, the researchers contacted The Council for Exceptional Children (CEC) officials and requested a random sample of 450-500 names be selected from United States members of the Council of Administrators of Special Education (CASE) mailing list. Every 7th CASE member was selected from the database yielding a pool of 483 individuals.

FINDINGS

From the effective reference group, 169 of the 236 nominees sent back completed surveys yielding a response rate of 71.9%. One effective nominee indicated he no longer was employed in an administrative position in speical education which lowered the effective reference group to 249 individuals. The surveys mailed to the random sample of CASE members yielded a response rate of 25.1%, of which 124 individuals sent back completed surveys indicating they were chief executive officers of local special education programs. This pool of 124 survey respondents made up the random group of the study.

Analysis of variance was computed under three sets of conditions. First, an analysis was conducted on clustered survey items for the total survey population. The second set of calculations examined the clustered survey items by separating the effective responses from the random responses. A third set of computations was conducted to determine the statistically significant differences for each survey item.

The difficulty criterion for clustered items in terms of the total survey population indicated multiple district programs found CSFs more difficult on which to achieve success than their single district counterparts. Six of the ten clusters yielded significantly higher means scores for mulltiple district representatives.

The second set of analysis of variance calculations which computed random and effective groups separately for the clustered items indicated more variance among the random respondents than the effective group. Seven of the twenty clusters yielded significant differences in mean scores with respect to criticalness and difficulty for the respondent variable structure. Again, multiple district representatives rated clustered items more critical and difficult.

The third set of calculations of analysis of variance, which focused on differences for each survey item, initially identified 14 success factor statements which yielded statistically significant differences from effective and random administrators. The results revealed that, in each case, effective administrators placed greater value on the CSFs in being critical to their attainment of success. A majority of these items (9 of 14) were personal CSFs with each of Sergiovanni's leadership forces represented by one or more CSFs from the analysis. (See Table 7 attached)

Further analysis by individual survey item supported earlier computations which indicated that multiple district representatives found CSFs more difficult to attain levels of success. Table 8 (attached) displays these CSFs found to be significant by the respond variable structure.

Analysis of the survey items for the respondent variable setting (see Table 9 attached) generally indicated that for the CSFs found to be significant (8 of the 53), suburban administrators rated items more critical/difficult than rural or urban types.

Analysis of the variable size indicated no specific pattern with respect to the criticalness criterion. Generally, respondents representing programs smaller in size had lower mean scores than their larger program counterparts.

Rankings were also computed for the total survey population and within effective and random groups to determine the leadership forces and individual survey items which were considered to be most critical/difficult with regard to the achievement of personal and organizational success. The results clearly indicated that both random and effective administrators rated Human-Organizational items most critical and difficult to accomplish. The five highest ranking CSFs by criticalness and by difficulty for the entire survey population are displayed in attached Tables 10 and 11.

The CSFs among the list of the five highest ranked items for the total population and for each respective group contained factors such as the establishment of rapport, communication and coordinaton with regular education personnel, demonstrating program efficacy and quality, managing conflict, and integrating special education into the school system in terms of the planning, problem solving, and decision making structures of the district(s).

DISCUSSION

Data analysis revealed that effective administrators overwhelmingly valued the importance of each factor with respect to its impact on personal and organizational success more than the random respondents. An examination of leadership by comparing criticalness responses of survey items within the cultural and symbolic forces revealed a great disparity between random and effective respondents. Five CSFs where effective respondents placed higher value on the criticalness criterion were items which linked the system to the purposes, meanings, and mission of the program (Symbolic-Cultural). This point is best illustrated in the critical success factor statements which reflect symbolic leadership aspects that place value on the program being perceived as child centered, demonstrating instructional effectiveness, and projecting a positive self image. Clearly, the effective administrators were more concerned about how they and their programs were to maintain excellence as well as demonstrating competence.

Symbolic leaders tend to communicate their sense of purpose and vision by words and symbols and provide others with opportunities to experience this vision (Bennis, 1983). Effective respondents placed greater value on the CSF where the administrator/leader as symbol, portrays a sense of confidence and respectability which facilitates the establishment of credibility and rapport with key constituents. Here, the special education leader is able to communicate what must be done. This helps clarify the curent situation and induces commitment to the future. The discrepancy between effective and random respondents for this CSF additionally illustrates the importance effective respondents placed on those strategic requirements of leadership.

Three Educational-Personal CSFs were identified as more critical to effective administrators. The effective respondents highly valued the importance of maintaining a knowledge base of curent and best practices and keeping abreast of the present literature and research, school law, and pending legislation. With the acquisition of such a knowledge base, administrators could play active roles as resources to local, state, and federal law making bodies on the matters of schooling and education. Random respondents placed less emphasis on these factors which tended to deemphasize the critical role special education leaders plan in public relations and securing necessary legal and legislative support. It would appear that effective leaders are much more actively involed in maintaining levels of competence through these mechanisms by utilizing this expertise to improve relationships with key internal and external publics.

Human factors embody the utilizaion of available human resources to bring about positive change in school systems. The critical success factor statement which states that "the program must obtain a sufficient amount of influence and authority to be recognized as a significant force in the decision making structure of the entire educational system" clearly reflects the issue basic to the utilization of available social and human resources to improve the quality of life for staff, parents, and students. This CSF was one of three Human factors which differentiated effective from random administrators. The effective group additionally placed more value on activities which are critical to building and maintaining the morale within the system through conflict management interventions and through communication, coordination, and negotiation. Effective respondents better understood the role human forces played to ensure that special education became an integrated agent of the total educational system.

Finally, the technical skills of planning, implementation, evaluation, etc. are not unique to the field of education yet are essential for competent management and leadership. Responses from each group on technical items suggest that the effective reference group was more intimate and sensitive to the power structure and politics of the system and combined this awareness with technical knowledge and expertise to influence the approval of proposals and ideas that benefitted special education.

Each of the aforementioned CSF statements where significance was noted between effective and random administrators involved the criterion which determined how critical the item was to the survey respondents' success. Results of the CSFs in terms of difficulty revealed other interesting findings. With the exception of one CSF, (although it was significant by criticalness), effective and random adminstrators' responses indicated no difference with respect to the difficulty criterion. Significant differences, however, were noted on this criterion for the respondent variable structure.

Four of the five leadership forces were represented (Cultural forces were not) when determining statistically significant mean scores between single and multiple district programs. Ten CSF statements were determined to be significant; and in each instance, multiple district program respondents felt the CSF to be more difficult on which to achieve success than single district representatives. Multiple district program administrators must learn to communicate, coordinate, plan, and interact with a multiplicity of individuals, programs, and problems with varying and diverse degrees of district philosophy, competence, and excellence. An administrator faced with these contexts and conditions would obvously rate critical factors of his/her success more difficult to attain than single district administrators.

Analysis of variance indicated little significant differences among CSFs for the respondent variable of setting and size. Multivariate comparisons were conducted to determine relationships between/among the subgroups by setting. Where significant differences were noted, the analysis revealed generally that suburban representatives found items more critical and difficult than rural and/or urban types. Eight CSFs were found to be significant with seven of the CSFs reflecting significance with higher mean scores for suburban administrators.

It is worth noting that in terms of criticalness, rural administrators rated the need for maintaining support from community groups and parents and involving them in planning and information sharing substantially lower. Helge (1984) identified parent involvement and communication as one of several areas of concern which rural programs face due to the factors of distance and sparsity of population. This may account for the lower mean scores recorded by rural administrators for this CSF.

The results of the analyses of survey respondents clearly indicate that structure, and to a lesser extent, size and setting, do affect leadership and organizational performance and behavior. Further analysis of each critical success factor and the tasks it implies could lead to the identification of indicators which affect difficulty or criticalness on the attainment of the success factor. These research activities would provide valuable information as to the understanding of how context, size, and structure actually affect performance. Finally, it is assumed over a period of time the efforts of special education programs will change to meet the emerging demands as future issues and problem areas arise Further research is recommended to maintain a current and dynamic perspective of the complex world of the local special education administrator.

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CSF STATEMENTS BY LEADERSHIP FORCE

TECHNICAL--PERSONAL

Survey Item #	CSF Code #	CSF Statement
1	TP1	The special education administrator must provide his/her superordinate(s) with sound, accurate data on which to base decisions or act on proposals.
11	TP2	The special education administrator must consistently keep his/her immediate supervisor informed of important programmatic issues and activities.
19	TP3	The special education administrator must effectively diagnose the environment visualizing the relationships of the program with internal and external forces acting on it and using this analysis to make decisions.
27	TP4	The special education administrator must exercise keen judgment and skill in interpreting policy or in making decisions in areas where a lack of policy exists.
35	TP5	The special education administrator must understand the power structure in the organization and must align himself/herself with this structure to facilitate the approval of proposals and ideas that benefit special education.
42	TP6	The special education administrator must demonstrate expertise in conceptualizing, planning, and implementing qulaity programs for students.
47	TP7	The special education administrator must develop and exercise effective time management skills.

TECHNICAL--ORGANIZATIONAL

10	TO1	The special education program must engage in short and long range planning which involves the entire educational community.
18	TO2	The special education program must effectively utilize the current electronic technology to improve the communication and coordination among staff in the program.
24	TO3	The special education program must establish a management information system to increase the efficiency of managing students and programs.
26	TO4	The special education program must effectively schedule staff time which maximizes staff productivity and increases student contact hours.
34	TO5	The special education program must be responsive to change and offer flexible programming that can be easily modified to more effectively meet the changing needs of students.
41	TO6	The special education program must demonstrate through qualitative and quantitative measures that it is offering quality programs at the most reasonable cost.
43	TO7	The special education program must establish and maintain support from community groups and parent groups and involve them in planning and information sharing.

HUMAN--PERSONAL

3	HP1	The special education administrator must protect subordinates from outside pressures which may disrupt their ability to carry out their jobs.
13	HP2	The special education administrator must take a personal interest in subordinates and provide them with positive reinforcement on their performance.
21	HP3	The special education administrator must be visible and make consistent, personal contact with building administrators and staff.
29	HP4	The special education administrator must negotiate and gain support from key constituent districts on program proposals.
37	HP5	The special education administrator must align himself/herself with the business office to obtain the flexibility to support personnel and program needs.
44	HP6	The special education administrator must exercise skill and timing to help advance his/her ideas and proposals through the organization.
49	HP7	The special education administrator must develop and maintain strong professional relationships with immediate superordinate(s) and boards of education.
52	HP8	The special education administrator must demonstrate skill in resolving and/or managing conflict.

HUMAN--ORGANIZATIONAL

8	HO1	The special education program must establish rapport and a close working relationship with regular education and be responsive to building level personnel, problems, and concerns.
17	HO2	The special education program must obtain a sufficient amount of influence and authority to be recognized as a significant force in the decision making structure of the entire educational organization.

EDUCATIONAL--PERSONAL

5	EP1	The special education administrator must stay abreast of the present literature, research and development, and pending legislation.
23	EP2	The special education administrator must be knowledgeable of special education finance and demonstrate skill in purchasing quality services, materials, and equipment.
31	EP3	The special education administrator must keep informed of legal issues and federal legislative bodies.
39	EP4	The special education administrator must act as a resource to local, state, and federal legislative bodies.
45	EP5	The special education administrator must demonstrate skill in obtaining additional funds to financially support innovative programming.
50	EP6	The special education administrator must develop and maintain a knowledge base of regular education assessment, curriculum, and instruction and anticipate their potential impact on special education.

EDUCATIONAL--ORGANIZATIONAL

6	EO1	The special education program must improve the competencies of teachers and support personnel by establishing exemplary supervision and evaluation practices.
15	EO2	The special education program must foster the personal and professional growth of each staff member through planned, staff development activities.
22	EO3	The special education program must conduct consistent, formal, and periodic evaluation of all programs, services, and students.
36	EO4	The special education program must provide outreach programs/services to parents.

SYMBOLIC--PERSONAL

7	SP1	The special education administrator must create an environment for administrative staff which assists them in developing confidence and establishes them as the primary decision makers of their programs.
16	SP2	The special education administrator must act as a model, facilitator, and catalyst for staff on program development activities.
25	SP3	The special education administrator must demonstrate flexibility to adjust to various organizational climates and to change style based on his/her perceptions.
33	SP4	The special education administrator must portray a sense of confidence and respectability which facilitates the establishment of credibility and rapport with key individuals inside and outside the organization.
40	SP5	The special education administrator must be personally accountable for all programs and personnel under his/her administration.

SYMBOLIC--ORGANIZATIONAL

4	SO1	The special education program must support the professional ethics of field staff even when their perceptions/values are discrepant with current operations or values in the districts.
14	SO2	The special education program must react quickly and positively to suggestions and criticisms from other departments within the educational organization.
22	SO3	The special education program must be viewed as being in compliance.
30	SO4	The special education program must project a positive self image through an active public relations program.
38	SO5	The special education program must be perceived as being child centered by considering the needs of individual students even when available resources and/or current program is insufficient.
53	SO6	The special education program must demonstrate it is providing instructionally effective programs and services and must be perceived as having merit and worth.

CULTURAL--PERSONAL

2	CP1	The special education administrator must establish and communicate a sense and direction which allows staff to develop a sense of worth and pride in their work.
9	CP2	The special education administrator must engage in personal and professional risk taking by promoting and supporting innovative and experimental programming.

CULTURAL--ORGANIZATIONAL

12	CO1	The special education program must proactively recruit potential employees by promoting and marketing the program's strengths and qualities.
20	CO2	The special education program must stimulate and foster the creativity of staff by actively promoting and marketing their skills and talents.
28	CO3	The special education program must contiuously sell to regular education districts the value and effectiveness of programs and services offered.
46	CO4	The special education program must continually gain support from the entire educational community on the fact that equal educational opportunity for special education students requires unequal resources.
48	CO5	The special education program must create a climate of shared decision making to effectively involve and utilize the talents of all staff in the organization.
51	CO6	The entire education organization's belief structure must be grounded in an integrated principle of management, planning, and decision making where special education is a vital and essential agent.

FIGURE 1

LEADERSHIP FORCES IN SCHOOL ADMINISTRATION

FORCE	THEORETICAL CONSTRUCTS	EXAMPLES
1. Technical	• Planning • Time management technologies • Contingency leadership	• Planning, organizing, coordinating, scheduling
2. Human	• Group cohesiveness • Conflict management • Motivation theories	• Providing support • Encouraging growth and creativity
3. Educational	• Professional knowledge base • Educational program design • Teaching effectiveness	• Diagnosing educational problems • Developing curriculum • Providing inservice
4. Symbolic	• Selective attention • Purposing • Modeling	• Providing a unified vision • Touring the programs • Public speaking
5. Cultural	• Climate, clan, culture • Bonding motivation theory • Tightly structured values--loosely structured system	• Articulating program purpose and mission • Socializing new members • Rewarding those who reflect the culture

TABLE 7

CRITICAL SUCCESS FACTORS FOUND SIGNIFICANTLY DIFFERENT BETWEEN EFFECTIVE AND RANDOM GROUPS

Leadership Force	Type*	Criterion	CSF Survey Item and Number
Technical	P	Critical	42--planning, implementing quality programs
Technical	P	Critical	19--environmental scanning
Technical	P	Critical	27--interpreting policy
Human	O	Critical	17--securing influence & authority
Human	P	Critical	37--aligning with business office
Human	P	Critical/ Difficult	52--managing conflict
Educational	P	Critical	5--maintaining a knowledge base
Educational	P	Critical	31--informed of legal issues
Educational	P	Critical	39--acting as a resource
Symbolic	O	Critical	30--public relations
Symbolic	P	Critical	33--portraying respectability
Symbolic	O	Critical	38--child centered programs
Symbolic	O	Critical	53--demonstrating efficacy
Cultural	O	Critical	12--recruiting personnel

* P = Personal
O = Organizational

TABLE 8

EFFECTIVE CSFs FOUND SIGNIFICANTLY DIFFERENT BY CRITICALNESS AND DIFFICULTY FOR RESPONDENT VARIABLE STRUCTURE

CRITICALNESS

Leadership Force	Type*	Subgroup with Higher $\bar{X}$ scores	CSF Survey Item and Number
Technical	P	Multiple	11--keeping constituents informed
Technical	P	Multiple	47--exercising time management
Technical	P	Single	35--understanding and using the power structure
Human	P	Multiple	29--gaining support
Symbolic	O	Multiple	53--demonstrating efficacy
Cultural	O	Single	51--integration of special education program

DIFFICULTY

Leadership Force	Type*	Subgroup with Higher $\bar{X}$ scores	CSF Survey Item and Number
Technical	O	Multiple	34--offering flexible programming
Technical	O	Multiple	1--providing accurate data
Human	P	Multiple	9--promoting innovative programming
Educational	P	Multiple	5--maintaining knowledge base
Educational	P	Multiple	45--obtaining additional funds
Educational	P	Multiple	50--maintaining knowledge base of regular education
Symbolic	P	Multiple	25--demonstrating personal flexibility
Symbolic	O	Multiple	30--public relations
Symbolic	O	Multiple	38--perception as child centered
Symbolic	O	Multiple	53--demonstrating efficacy

* P = Personal
O = Organizational

TABLE 9

EFFECTIVE CSFs FOUND TO BE SIGNIFICANT BY CRITICALNESS AND DIFFICULTY FOR THE RESPONDENT VARIABLE SETTING

CRITICALNESS

Leadership Force	Type*	Subgroup Relationship	CSF Survey Item and Number
Educational	P	Suburban↑ Urban, Rural	5--maintaining knowledge base
Cultural	O	Suburban↑ Urban	12--recruitment
Cultural	O	Suburban↑ Urban	20--promoting subordinates
Educational	P	Suburban↑ Rural	31--informed of legal issues
Human	P	Suburban↑ Rural	4--supporting ethics of staff
Symbolic	O	Suburban, Rural ↑ Urban	53--demonstrating efficacy
Technical	O	Rural ↓ Suburban, Urban	43--maintaining community support

DIFFICULTY

Leadership Force	Type*	Subgroup Relationship	CSF Survey Item and Number
Human	P	Suburban ↑ Rural	49--maintaining professional relationship with superordinate

* P = Personal
O = Organizational

TABLE 10

HIGHEST RANKED CSFs OF SURVEY POPULATION BY CRITICALNESS

Rank	Survey Item #	Critical Success Factor	*$\bar{X}$	Leadership Force	Type**
1	8	The special education program must establish rapport and a close working relationship with regular education and be responsive to building level personnel, problems, and concerns.	4.643	Human	O
2	52	The special education administrator must demonstrate skill in resolving and/or managing conflict.	4.577	Human	P
3	2	The special education administrator must establish and communicate a sense and direction which allows staff to develop a sense of worth and pride in their work.	4.560	Cultural	P
4	53	The special education program must demonstrate it is providing instructionally effective programs and services and must be perceived as having merit and worth.	4.468	Symbolic	O
5	31	The special education administrator must keep informed of legal issues and school law as they pertain to special education and student affairs.	4.434	Educational	P

* (scale 1-5; lowest =1)

** P = Personal
O = Organizational

TABLE 11

HIGHEST RANKED CSFs OF SURVEY POPULATION BY DIFFICULTY

Rank	Survey Item #	Critical Success Factor	*$\bar{X}$	Leadership Force	Type
1	46	The special education program must continually gain support from the entire educational community on the fact that equal educational opportunity for special education students requires unequal resources.	6.512	Cultural	O
2	8	The special education program must establish rapport and a close working relationship with regular education and be responsive to building level personnel, problems, and concerns.	6.500	Human	O
3	45	The special education administrator must demonstrate skill in obtaining additional funds to financially support innovative programming.	6.454	Educational	P
4	51	The entire education organization's belief structue must be grounded in an integrated principle of management, planning, and decision making where special education is a vital and essential agent.	6.322	Cultural	O
5	17	The special education program must obtain a sufficient amount of influence and authority to be recognized as a significant force in the decision making structure of the entire educational organization.	6.308	Human	O

* (scale 1-9; lowest = 1)

Thursday, April 24

11:20-12:20 pm

Ruth Bragman, Ann Bass
SARRC
1236 N University Dr.
Plantation, FL 33322

How Technology Supports the Individualization of a Student's Educational Program

By Ruth Bragman and Ann Bass

On January 8, 1985, the Assistant Secretary for Special Education and Rehabilitative Services, Mrs. Madeleine Will, addressed the Technical Assistance Parent Programs' Conference in Washington, DC. Mrs. Will, by discussing the elimination of obstacles to the least restrictive environment, charged the conference attendees "...To seek ways to improve the efforts to provide 'LRE' to handicapped students, and to increase the numbers of handicapped children and youth benefitting from education in the least restrictive environment."

Applications of advances in technology can play a critical role in supporting the appropriate placement of handicapped students in the least restrictive environment. It is critical for educators and parents to be knowledgeable about the advances in technology and resultant applications to the handicapped population. The conceptual model that will be presented will demonstrate the use of technology to maximize handicapped student potential.

The conceptual model involves the consideration of the following factors:

* Identification of comprehensive technology applications. These may be categorized as: sensory enhancers; keyboard adaptation and emulators; environmental controls and

manipulators, instructional uses of technology and motivational devices.

* Student assessment/evaluation considerations. In addition to the traditional assessment and evaluation of students, the use of technology to faciliate maximization of handicapped student potential needs to be considered. Technological considerations need to augment the traditional evaluation and provide information about the student's ability to access and use technology.
* Selection of technological devices and software, within the general categories, that may be appropriate to meet the specific goals/objectives of the student.
* Identification of the operational charactereistics of selected devices and software this includes both the operational characteristics and the behavior characteristics that the device/software requires. For example, the Shadow/VET by Scott Instruments, has the following operational characteristics: replaces the computer keyboards as an input device; recognizes a specific sound and outputs a character, command or string of commands which the computer will accept. The behaviorial critieria are: minimal motor control, speech or the ability to produce any group of repeatable sounds, memory of sound patterns.
* Matching of the assessment/evaluation information for a specific student with the appropriate technology to facilitates the achievement of the student's goals/

Thursday, April 24

11:20-12:20 pm

Presentors: William L. Bainbridge, Ph.D.
Director
Public Priority Research Associates, Inc.
5143 Longrifle Road
Westerville, OH 43081

Title: **NEW TECHNOLOGY IN THE TRANSPORTATION OF HANDICAPPED PUPILS**

Dr. Bainbridge described new technology in the transportation of handicapped pupils. In particular, the Schoolbus Alert Monitor (SAM) and the Unigard flame-resistant school bus seating material were described. Bainbridge described the development, application, implementation and evaluation of these and other technological advancements to provide safer transportation of handicapped pupils.

sam™
News Update
Summer 1985
SCHOOLBUS ALERT MONITOR

Serving Nearly 2000 People

SAM Going System-wide in Franklin County

On May 16, the Franklin County 169 Board authorized Superintendent Stephen G. Pleasnick to implement the Schoolbus Alert Monitor (SAM) system-wide. Nearly 2000 handicapped individuals in the Columbus, Ohio, area are going to be served by the SAM system this coming fall.

Stephen G. Pleasnick
Superintendent
Franklin Co. 169 Bd.

"As a result of the 3-month pilot demonstration this past winter, we learned that SAM will save us a significant amount of money in transporting our handicapped population," stated Steve Pleasnick. The 169 Board superintendent added that the Schoolbus Alert Monitor system also will reduce the amount of time students must spend riding the bus as well as enhance public relations for the school district.

SAM Being Piloted For the Deaf And the Blind

In September, the Virginia School for the Deaf and Blind at Hampton will be pilot testing SAM on four of its buses. The school serves 206 deaf and blind students in the Hampton/Newport News area.

Dr. Philip A. Bellefleur
Supt., Virginia School
for the Deaf and Blind

"The Schoolbus Alert Monitor system has tremendous implications for parents and students alike," asserts Dr. Philip A. Bellefleur, the school's superintendent. "SAM will encourage

(Continued on next page)

"However, the most important feature of this technological breakthrough is that SAM enhances the self-esteem of the handicapped individuals themselves. These people now have the responsibility of listening for the bus with the help of SAM each morning and are thus able to take an active part in going to school," Pleasnick asserts.

Following the pilot, the parents who participated were surveyed for their opinions about the program. Seventy-eight per cent said "SAM helped improve transportation services" while a full 100 per cent reported that if they had the option they "would like to use the system again next year."

Schoolbus Alert Monitor Gaining Support from National Leaders

The Immediate Past President of the American Association of School Administrators saw SAM work at the AASA convention in Dallas this past March. He immediately got excited about the potential of the SAM system for his own district of Blue Springs, Missouri. After reviewing the system with the director of special education, the decision was made to launch a comprehensive pilot program in Blue Springs.

"I think that as educational leaders we must be aware of new technology and as superintendents we need to support that which is good," states Dr. Gayle T. Bartow, Superintendent, Blue Springs R-4 Schools and Immediate Past President of AASA.

Dr. Bartow says he sees great interest in SAM throughout the country. He predicts that the Schoolbus Alert Monitor will be in most of the school districts in the United States and Canada in a very short period of time.

Dr. M. Donald Thomas, one of the most highly respected and prolific authors and administrators in education today, also predicts that "SAM will soon become a standard service for all school transporation systems."

School district transportation has always been a difficult problem, according to Dr. Thomas, who served as superintendent for the Salt Lake City, Utah, public schools for 12 years. He adds that it is also a costly problem.

"Now, as editor of the School Management Study Group Newsletter, I am often asked to examine and evaluate new school products that hold the potential to solve a broad range of education-related problems — including that of transportation. Few have had the potential of producing so many benefits as the Schoolbus Alert Monitor," states Dr. Thomas. He recommends that school districts should establish test routes using SAM. He feels thay will soon be convinced that it is beneficial for all students who are transported to and from school because it saves money and time and makes riding on the bus a pleasant experience."

Dr. M. Donald Thomas
President, School
Mgt. Study Group

Dr. Gale T. Bartow
Immediate Past
President, AASA

Dr. Thomas cites several advantages of the SAM system:

- It saves fuel and makes each bus run more economically.
- It saves time and gets the students to the from school more quickly.
- It creates positive public relations for the school district.
- It reduces potential weather hazards for students.

He concludes: "Field tests have producted positive results. Time and fuel have been saved. The response of students and families has been excellent. No mechanical problems have been encountered. SAM is a benefit for everyone — students, school districts, and families."

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System Being Piloted in More than 12 States

More than 40 school districts throughout the United States and Canada have taken steps to implement SAM. The following is a sample listing of school districts:

- Indianapolis Public Schools
  Indianapolis, Indiana
- Arlington County Schools
  Arlington, Virginia
- Virginia School for the Deaf & Blind
  Hampton, Virginia
- Upper Arlington Board of Education
  Upper Arlington, Ohio
- Bibb County Board of Education
  Macon, Georgia
- Gallia County Schools
  Gallipolis, Ohio
- Mercer County Schools
  Princeton, West Virginia
- Pike County Board of MR&DD
  Waverly, Ohio
- Lewis-Palmer School District #38
  Monument, Colorado
- Ross County Board of MR&DD
  Chillicothe, Ohio
- Nebo School District
  Spanish Fork, Utah
- Westerville City Schools
  Westerville, Ohio
- William Floyd School District
  Mastic Beach, New York
- Weber County School District
  Ogden, Utah
- Franklin County Board of MR&DD
  Columbus, Ohio
- McLaughlin High School District
  Milton-Freewater, Oregon
- Blue Springs Schools
  Blue Springs, Missouri
- Ann Arbor Public Schools
  Ann Arbor, Michigan

Deaf/Blind Pilot *(Continued)*

responsibility and independence for the deaf and blind students who often must rely on others to alert them when their bus is coming," Dr. Bellefleur affirms.

Stewart T. Bowden
Principal In-Charge of Programs for The Blind

According to the school's principal in charge of the programs for the blind, Stewart T. Bowden, the deaf students will be able to monitor the location of their bus by viewing the light display on their SAM receiver, while the blind will be able to monitor their bus by listening to their SAM receiver talk.

"In addition to the fact that with SAM deaf and blind students will be able to be responsible for getting themselves to school, the alert system will keep them from having to wait along busy roadways and during inclement weather for their bus to arrive," states Mr. Bowden.

Schoolbus Altert Monitor Has Reduced Transportation Costs

During the 3-month pilot of SAM in the Franklin County 169 Board system, Transportation Supervisor James D. Boyd issued the following progress report:

"The system is working and is of significant benefit. The parents and guardians of students have a better feeling and attitude toward transportation. In my opinion, this is due to them having available on a daily basis information regarding location of the bus and the approximate time that their son or daughter will be picked up and dropped off. In addition, there is evidence that student riding time has decreased. The primary reason for this is that students and parents are waiting for the bus instead of the bus waiting for them. The route is definitely being run more efficiently."

The actual results of the pilot test validate validate that interim report. SAM cut transportation costs by a full 10 per cent and reduced by 25 per cent the time spent by 169 Board students riding to and from school.

James D. Boyd
Transp. Supervisor
Franklin County
169 Board

"We found that SAM provides for a much more efficient delivery system for our handicapped students," states Jim Boyd. "The system also is easy to install and operate and, in fact, should work in almost any school district in the country," he concludes.

SAM's Features

AR1001/4001 Receiver

- **Voice synthesis receiver**
- **Digital Addressed**
- **1 to 4 channel models**
- **Non-volatile memory, never needs batteries**
- **Flashing Bus Route LED**
- **Field programmable by SAM RP100 transmitter**
- **Repeat Function replays last stored message**
- **Adjustable Volume**
- **Telescoping Antenna**
- **UL approved**
- **Made in U.S.A.**

AT1001 Transmitter

- **Keyboard Programmable for Bus, Route and Stop numbers**
- **Digital Display**
- **Non-volatile memory, never needs batteries**
- **Backlighted Keyboard**
- **Adjustable Volume**
- **Day/Night Switch**
- **Made in U.S.A.**

What Parents Have to Say about SAM

Pam Mamula
Bus Driver
Franklin County
169 Board

Following the three-month pilot of SAM in Franklin County, the parents who participated in the program were asked by bus driver Pam Mamula to evaluate the alert system.

"The parents love the SAM system and so do I," states Pam Mamula, a 169 Board bus driver who took part in the SAM pilot. "The parents know exactly when I'll be at their stop, and I save a lot of time on my route," she adds.

The following are the comments made by the parents about the SAM system:

"He (my son) doesn't have to sit with a coat on."

"It helps to know if the bus is on schedule or running late or early so children can be ready to board and cause less delay at each stop. This system helps my child be aware of the time she must be ready by hearing the preceding stops being announced."

"The arrival time of the bus can vary from 30 to 40 minutes especially in bad weather. SAM allows the children to wait until approximately five minutes before arrival to put on coats and watch for the bus."

"We live back a long lane and it helps me know when to leave to meet the bus. I think SAM was the best thing ever made. It has helped me and the bus driver, too."

"I know when the bus is running late. I also know if she's (driver) arriving early."

"The system is so easy to use. We have a long driveway and we are unable to see the bus coming in either direction. We now don't have to stand 10 or 15 minutes out in the bad weather waiting on the bus. Having the system gives me a lot of peace of mind in case the bus is running late."

"The days that it was not being used caused us problems. We depended on it to tell us when to have Jeff ready. We did not have to stand at the window watching."

"It is so nice to know about when the bus will arrive instead of wasting time walking around watching for the bus. Also, you don't have to have the child waiting in a coat for so long during winter weather. I loved SAM. It was really a help."

SAM Videotape Available

A videotape depicting in a step-by-step manner the operation of the Schoolbus Alert Monitor system is now available.

In the videotape presentation, officials from the Franklin County 169 Board and the Indianapolis Public Schools report on the results of their pilot demonstrations.

The videotape also includes a discussion of the SAM system by Dr. Gale T. Bartow and Dr. M. Donald Thomas.

For information about the SAM videotape, contact:

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Westerville, OH 43081-2872
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Schoolbus Alert Monitor

Equipped with state-of-the-art radio frequency technology, the newly developed Schoolbus Alert Monitor (SAM) is a computerized schoolbus alert and warning system. SAM's programmable transmitter sends out a coded signal for a particular bus route. A home, SAM's voice actually tells the parent and the pupil where the bus is located on a stop-by-stop basis.

Massive Public Support Expected for SAM

A few years ago, Margart M. Burley became very active in the national effort to improve the quality of life for the handicapped. As a parent of a handicapped child, she was well aware of the problems as well as the opportunities facing the handicapped and their families.

"One of the most serious problems facing us is the excessively long bus rides forced upon the handicapped each school day," states Mrs. Burley. "In addition, we've got parents throughout this country waiting for 30 to 40 minutes every morning for the bus to come to pick up their handicapped children for school. In a very real sense, the long waiting period problem is as significant as the long bus ride problem," she asserts.

Currently Executive Director of the MR/DD Legislation Coalition and Co-founder of the National Parent CHAIN, Mrs. Burley is convinced that parents, professionals and other groups involved in the national effort to help the handicapped provide for themselves are going to embrace the Schoolbus Alert Monitor system with enthusiasm and commitment.

Margaret M. Burley
Co-founder
National Parent
CHAIN

"In many school districts, handicapped children spend up to two hours in the morning going to school and two hours in the afternoon coming home from school," states Mrs. Burley, "It is a very serious problem all over the nation," she affirms.

According to Mrs. Burley, the Schoolbus Alert Monitor appears to be the solution to the long bus ride problem. In the next few months, she predicts the school officials are going to see a groundswell of local and national support for the SAM system from parents of the handicapped residing in their districts.

Districts Considering SAM for All Students

The Upper Arlington City Schools, a suburban district bordering Columbus, Ohio, and the Gallia County Schools, a large rural district in the rolling hills of southeastern Ohio, are currently conducting pilot tests of the SAM system for their total handicapped and non-handicapped school population.

"While we are impressed with what SAM will do to reduce both transportation costs and riding and waiting time on our handicapped routes, we see the Schoolbus Alert Monitor system providing significant health and safety benefits for the rest of our students as well," affirms Dr. L. Neil Johnson, Superintendent, Gallia County Schools.

"By reducing the exposure time to both highway traffic and severe weather conditions, you are improving by a very significant degree the health and safety of the students in your school system," Dr. Johnson asserts.

At the Upper Arlington City Schools, Executive Director of Pupil Personnel Services, Charles M. Wilson, feels SAM may help alleviate parent concerns associated with the consolidation of some of the Upper Arlington's elementary schools.

Dr. L. Neil Johnson
Superintendent
Gallia Co. Schools

"As a result of this consolidation, our buses have multiple runs," Dr. Wilson states. "We feel the Schoolbus Alert Monitor will reassure parents that their children are safe and secure on their way to and from school — particularly on bad-weather days," he adds.

Dr. Wilson also serves as Executive Director of the National Association of Pupil Personnel Administrators.

School officials in these two school districts agree that SAM is more than a convenience when it comes to the regular school population which is forced to stand for long periods of time during inclement weather conditions waiting for the school bus. For these children, SAM is almost a necessity.

U.S. DOE Interested In the SAM System

Mrs. Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services, U.S. Department of Education, has asked the Director, National Institute of Handicapped Research to take a serious look at the Schoolbus Alert Monitor system.

In response to Assistant Secretary Will's request, Douglas A. Fenderson, Ph.D., Director, National Institute of Handicapped Research has offered to help announce the availability of SAM to potential users.

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"I have witnessed the fire tests and am convinced that it is our responsibility as public officials to implement these kinds of technological breakthroughs when they become commercially available."

Paul T. Stewart
President
National Association of State Directors of Pupil Transportation

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Are your children riding on school bus seats protected by the Uniguard® fire barrier?

Thursday, April 24

11:20-12:20 pm

Presentor: Linda L. Mahrer, Ph.D.
Associate Professor &
Extension Residential
Housing Specialist
108 Barre Hall
Clemson University
Clemson, SC 29634-0312

HOUSING FOR INDEPENDENT LIVING

"...four out of five Americans do become disabled, at least temporarily, during some portion of their lives. In this sense, being disabled is something we all have in common - and is something we must learn to cope with."(Puteet, 1986, p. 29)

During a time of disability, routine activities such as preparing meals, reaching kitchen cabinets, bathing, doing laundry, walking up or down stairs, or even getting in and out of one's car or home "are either difficult or impossible as a result of architectural barriers. Yet, if these barriers are removed or minimized, many people with disabling conditions can live independent, productive, and fulfilling lives."(U.S. Department of Housing and Urban Development, 1984, p. iii)

Independent living...it is a goal the achievement of which most people take for granted. Yet the place they call home often poses significant barriers to independent living. How can new homes be designed - and existing homes modified - to facilitate independent living for the able and disabled of all ages? What resources are available? How can educators, service providers, and families access these resources? Answers to these questions are particularly critical for rural areas, where agency offices may be miles away, and where an estimated 8.5 million people with disabilities live.(University of North Dakota, circa 1985)

Rural schools are 67% of all schools in the U.S., and 1/3 of all students live in rural America.(National Rural Development Institute, 1985) Further, rural teachers must be trained to work with multiple age and ability levels at a time when rural schools are faced with acute personnel shortages.

PURPOSE AND OBJECTIVES

This paper demonstrates one successful approach of the United States Department of Agriculture (USDA) Cooperative Extension Service in rural service delivery in South Carolina in facilitating housing for independent living. It demonstrates how federal, state, and local agencies, as well as individuals, can cooperate to access, utilize, and extend information to help people with special needs, in this case - housing needs.

An Extension home economist with housing education responsibilities received a request from the South Carolina Department of Vocational Rehabilitation for information on designing a remodeling plan for the kitchen in the department's Independent Living Skills Center. The center is a two section manufactured/mobile home where clientele are trained to be able to live independently upon completion of their rehabilitation training. They learn to overcome their disability in preparing meals, caring for clothing and the home, personal grooming, and meeting social needs.

The home economist, who had considerable experience assisting handicapped and special-needs clients with information on clothing and home management, requested the assistance of the state Extension housing specialist at Clemson University (South Carolina's 1860 land grant university). Utilizing research and design data from numerous government agencies, universities, and corporations, the specialist and agent designed a kitchen remodeling plan accessible to people with varying abilities and disabilities.

Utilizing a federal grant, and the plan developed by the Cooperative Extension Service (CES), the Vocational Rehabilitation Department implemented the remodeling and continues to use the facility for training programs. In addition, groups and individuals tour the facility for design ideas to implement in their own homes. Many of the features are appealing to people who have no disability. The Department of Vocational Rehabilitation is currently building a site-built, adapted home for use in its training programs.

PRACTICAL APPLICATIONS IN RURAL EDUCATION

The completion of this remodeled teaching facility was only the beginning of practical application, however. The Extension specialist developed a set of color slides showing the remodeled demonstration teaching kitchen, and wrote an Extension publication illustrating the adaptive design features utilized.

Both the slides and publication are utilized in numerous rural (and urban) educational programs, in live and taped television shows reaching across South Carolina and five other states, and in classes of senior citizens attending a college week for senior citizens sponsored by the Parks, Recreation, and Tourism Management Department of Clemson University. The slide set was shown at a national inservice training conference of Extension housing specialists. Numerous colleges and universities, as well as Extension services in other states, have purchased or borrowed the slides and publication for use with students and residents of their state.

In South Carolina, the Extension housing specialist has trained individual county Extension agents requesting such help, and plans state-wide inservice agent training. One-on-one design assistance to special-needs clientele has already been provided to adapt an existing home economics laboratory in a public school as well as the kitchen/laundry/bath/bedroom/living/dining area used for teaching and demonstrations at a rural county career center. A wheelchair-mobile Clemson University employee utilized Extension design recommendations in building her new accessible home. Numerous rural individuals seeking Extension assistance in planning new or remodeled homes have incorporated accessibility features.

One county Extension home economics agent assisted a rural client about to become wheelchair-bound in designing adaptations for her kitchen, and procurred financial support for needed transportation adaptations from a local Extension Homemaker Club. For this, the agent and the Extension Service won editorial acclaim in the area newspaper. Feature news articles about housing adaptations appear in South Carolina newspapers as well as Clemson University news releases, and result in requests for assistance from South Carolina and neighboring states.

In the business and the industry community, members of the North Carolina/South Carolina chapter of the National Kitchen and Bath Association received an illustrated lecture on the kitchen adaptations and, the next year, toured the adapted Vocational Rehabilitation facility. Members consider the adaptive features as particulary marketable to the growing number of elderly who are planning new and remodeled homes for their retirement years. These experiences exemplify an agency-industry-Extension partnership that draws on the strengths of each to benefit the public and consumer, rural as well as urban.

Additional examples of application and diffusion in this rural state include presentation of the topic as one part of a day-long "Seniorama" in three South Carolina rural counties, and presentation of a research/application report at a college research symposium attended by professionals, as well as graduate, and undergraduate students from three states.

GROWING IMPLICATIONS

As noted earlier, disability observes no age limitations. The rapidly growing number of Americans aged 65 and older create an ever-widening audience for special services. Further, the increasing number of people living to age 85 and beyond underscores the value of providing service - including education - regarding housing adaptations for independent living in their present communities and homes. Industry publications (Builder, Professional Builder) featured housing needs of the elderly and handicapped in several monthly issues in 1985. They identify housing for the elderly as a major market segment. Many U.S. elderly live in rural areas. They prefer to remain and, according to research, to live independently as long as possible. The American Association of Retired Persons (AARP) notes that the key to continuing independence is housing and environment which permits the elderly to manage their own daily living activities (1984).

Once again, the Extension Service is responding to special needs. The same South Carolina housing specialist developed an educational slide set on "Housing for Independent Living" which (1) identifies key printed resources of government, academics, and industry, and (2) illustrates details of several design adaptations to facilitate independent living regardless of age or ability. Even before the set was completed, Extension agents from four South Carolina counties requested it for use in programs that month.

RURAL FOCUS

The Cooperative Extension Service is present in the 50 states and 3,150 counties of the U.S., and in 5 other countries. It includes Extension educator/agents at the county level, subject matter specialists at the land grant universities of each state, (the 1860 land grant universities as well as the 1890 universities in 16 southern states), and program leaders at the federal level. County agents extend their resources via community Extension Homemaker Clubs and 4-H clubs, and by the approximately 2.9 million adult and teen volunteers (1984 data), many of whom are trained by county Extension agents. These volunteers in turn teach other citizens in their community.

In February of 1983, the chairman of the President's Committee on Employment of the Handicapped, and the U.S. Secretary of Agriculture signed a Memorandum of Understanding to further the rehabilitation and placement of handicapped persons living in rural areas. The memorandum identifies the Cooperative Extension Service of USDA as lead agency for the Rural Handicapped Program, and focuses on two vital areas:

> "1. Identifying educational resources, training programs, accessible housing, in-home work programs, counseling and placement services, and informing handicapped persons of their availability.
>
> 2. Encouraging USDA agencies to work with Governor's Committee's and local committees on Employment of the Handicapped and individual living centers in state-wide information and educational programs." (USDA 1985, p. 1)

In addition to CES educational programs, many of USDA's services and programs include delivery of services for rural special needs audiences, as described in the 30 page, 1985 publication, USDA Services for Rural Handicapped Persons (USDA Extension Service Program Aid No. 1373).

PRACTICAL IMPLICATIONS FOR RURAL EDUCATION

In addition to the practical applications for rural service delivery already described, several implications are evident.

*The availability to rural educators and residents of educational programs on housing adaptation could be disseminated via a statewide toll free telephone number such as currently provided by the South Carolina Handicapped Service Information System.

*Community organizations (churches, service organizations, 4-H clubs, Boy and Girl Scouts), and individuals could receive training on adapting housing from county Extension agents. They could then volunteer their time, energy, and skills to teach and/or assist community members needing help. More and more Americans are volunteering time for community service, benefiting others while staying constructively engaged at all stages of the life cycle. Research data from 1984 indicate that about 2.9 million volunteers worked with Cooperative Extension Agents, an average of 615 per county. Volunteers invested about 5 days for every day an Extension professional invested in working with volunteers. The value of volunteer time, more than $4.5 billion, far exceeded the total Extension Service budget of $860 million.

(Steele, 1985)

*Teacher education programs could include workshops, field visits and lectures on adaptive housing design to enable rural teachers to know resources when needs arise.

*Home builders associations and industry groups could collaborate with service providers and educators to make adaptive design available in all new or remodeled housing, and included in model building codes. Two home developers/builders have designed accessible homes, including one for the wheel-chair bound. (Lemov, 1986) California incorporated new handicap-access standards into its state building code, effective September 15, 1985.

*Manufactured home producers (for example, mobile, modular, kit producers) could incorporate adaptive design in some or all of their models, making accessible housing available to moderate and low income markets. Many of these manufacturers are located in rural states. A Columbus, Ohio-based modular home builder took a 10-ton, one bedroom modular house, modified for the handicapped, to Washington, D.C. in 1985 for a 5 day display on the Mall. It was part of "Inspire '85", a symposium arranged by the President's Committee on the Employment of the Handicapped, and urged the federal government to establish uniform specifications for adaptable housing for the handicapped. (An estimated 30 million Americans are mobility-handicapped.) A cost efficient product was a theme in the manufacturer's effort and would be facilitated by planning in the groundwork for the changes to be engineered into the building. Then, if and when adaptations are needed, modification costs would be no more than about $750 per unit. This is critical to meet two needs: (1) the special-needs person whose income does not enable them to become homeowners of even a modest site-built home, and (2) the landlord whose tenant(s) need(s) affordable adaptive housing.

*Rural teacher inservice trainings could include an Extension agent, Extension specialist, or Vocational Rehabilitation professional to assist teachers with accessibility information for special- needs students and their families.

*Rural educators with no training in adaptive housing design may request Cooperative Extension agents to be a guest speaker for either a class or a parent-teacher association meeting. Such a cooperative effort could be a support system to aid in retention of new rural teachers.

The Cooperative Extension Service is described as the largest, most successful, informal educational organization in the world. It is a nationwide system funded and guided by a partnership of federal, state, and local governments that delivers information to help people help themselves through the land grant university system. (Mounter, 1985)

The Extension Service system has been replicated by other nations of the world. While today urban residents, too, utilize information from the Extension Service, its stated mission when established in 1914 - to serve rural education needs - remains to the present. (Copeland, 1985) That USDA's Extension Service was in 1983 chosen as lead agency for the Rural Handicapped Program underscores the potential it offers to provide "Practical Approaches for Rural Service Delivery" - the focus of this 6th annual conference of the American Council on Rural Special Education.

REPLICATION OF MODEL

As a nationwide system of informal education, the Cooperative Extension Service in each state makes available to other states and counties the educational materials they develop. Sharing is done via exchanges of ideas and materials at national meetings of county Extension agents, of state subject matter specialists such as housing specialists, of Extension administrators, of Extension Homemaker Club and 4-H Club members. As noted earlier, numerous county and state Extension personnel have borrowed or purchased copies of the adaptive housing materials described here.

In addition, since the Extension Service is funded cooperatively by the federal, state, and county governments, its information is in the public domain and thus available to anyone. Programs are available to people of all ages, regardless of race, color, sex, religion, national origin, or handicap.

FUNDING

The funding of the adapted kitchen described here was joint. The Cooperative Extension Service funded the agent and specialist giving design assistance, while the South Carolina Department of Vocational Rehabilitation funded the design implementation via a grant.

Funding of educational programs on housing for independent living could be facilitated by utilizing the personnel and educational materials of the Cooperative Extension Service in each state and/or county. Additional support for specific programs might be solicited via Extension Homemaker Clubs, community volunteers, teacher education programs, community service organizations, a state Department of Vocational Rehabilitation, the American Association of Retired Persons (AARP), U.S. Department of Education Clearinghouse on the Handicapped, National Rehabilitation Information Center, President's Committee on the Employment of the Handicapped, Disabled American Veterans, American Council of the Blind, Architectural and Transportation Barriers Compliance Board, and other national organizations identified in Selected Resource Guide on Accessible Environments for the Disabled (U.S. Department of Housing and Urban Development, 1984) and USDA's Services for Rural Handicapped Persons. (1985)

COST EFFECTIVENESS

Utilizing the Cooperative Education Service is cost effective in that it is a non-profit educational arm of USDA. Materials are available, by request, from a county Extension office, and additional expertise from academia, industry, and government is often made available to Extension programs at no cost. Television, radio, and newspapers provide the public a medium for service delivery. The volunteer network of Extension Homemaker Club members, 4-H Club members, and adult and teen volunteers provides a dynamic multiplier effect in making educational information available at minimal cost. The national grass-roots network of Extension offices and professionals provides a nationwide source of research-based information and program assistance. Housing for independent living is one practical example of educational programming available to rural special needs audiences through the Cooperative Extension Service.

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Kitchen design 'cooks' with good ideas

By Tom Lollis

Place a chair in front of your oven. Sit down and pretend you're a paraplegic trying to remove a hot casserole.

As you reach over the open door you may find that falling in the oven is easier than reaching the casserole safely.

Move your chair to the sink and see how difficult it is to reach utensils at the bottom. You may as well forget getting to those plates on the shelves above the kitchen counters, too.

Next, hold one hand behind your back and try taking the lid off a jar of molasses or stirring cake batter.

The point to this exercise is to make you think about how — if you were suddenly incapacitated — you would get along in just one little corner of a world built for people with fully functional arms and legs.

"Most of us never think about such a topic and that's unfortunate, because most of us, at one time or another in our lives, experience some kind of temporary handicap from an accident or illness," says Linda Mahrer, Clemson Extension Service residential housing specialist in the home economics department. "If we get lucky enough to avoid that fate, then we have to face the physical problems that often come with old age."

Mahrer is a great believer in design techniques that make a home more accessible to those who are physically limited. She calls it "universal design." Many of those techniques are demonstrated in a kitchen used by the S.C. Department of Vocational Rehabilitation in West Columbia in a program to train clients for independent living. Mahrer designed the kitchen at the department's request in early 1980.

The accessible sink is the feature that John Stevens, an independent living program adjustment specialist, likes most in the kitchen.

The area beneath the shallow, rear-drain sink is left open to allow a wheelchair cook to roll a chair close, work easily at the sink, and reach utensils on the sink bottom. Drain pipes and bowl are shielded to protect legs from burns.

Stevens plans to include the features — along with entry ramps, widened hallways and a roll-in shower — in the home he and his wife are adapting for access. He has been in a wheelchair since an automobile accident in 1980 at age 17, which makes him a counselor his clients can identify with.

He also likes the oven with the center shelf at eye level and a door that opens sideways, as well as the heat-proof counter top that pulls out below the oven.

Controls for the cooktop unit are placed in front of the unit for easy access. A mirror above the cooking surface allows someone in a chair to watch what is cooking, a feature Stevens says "is convenient."

The kitchen also features pull-out boards 30 to 32 inches above the floor and work boards which can be placed over open drawers or across wheelchair arms to provide convenient work surfaces. A board with circular cutouts holds mixing bowls so that both hands are free for stirring. Pull-out drawers in base cabinets use pegboards and hooks for vertical storage and easy access.

Pantry shelves that slant slightly downward at the front allow stored canned goods to roll forward for easy reach. Door pulls are large enough to allow one to slip his entire hand through the handle and are easily gripped.

Toe space at the bottom of base cabinets is 10 inches high and eight inches deep. That allows room for a wheelchair footrest. Base cabinets in the corners feature double-hinged doors with no center post to limit access to a lazy susan.

Since the kitchen's construction, Mahrer has discovered that the accessibility features also appeal to people who are not physically limited. Several hundred people have visited the kitchen, with many saying they plan to use some of the ideas in their own homes.

Mahrer urges builders to incorporate universal design into their housing projects during construction, when such features are cheaper to install.

"Sooner or later most of us are going to be senior citizens and if homes are built to be accessible we will find life a lot easier when we get to the point that we are physically limited or have less energy than when we were younger," she says, pointing out that such features would add to the market value of a home.

"Actually, any housing designed for the physically limited can also help meet the needs of young, first-time home buyers who are having a hard time becoming homeowners because of high interest rates. Besides being barrier-free, housing for the physically limited is generally smaller for easier maintenance and thus more affordable."

Mahrer's kitchen design includes pull-out boards with circular cutouts to hold mixing bowls. This leaves both hands free for stirring.

From top, John Stevens demonstrates "universal design" features, such as an oven door that opens sideways, space below base cabinets for a wheelchair footrest, and a mirror above the cooking surface.

Insights from walks in orthopedic shoes

SEVERAL pounds of makeup, a cane and orthopedic shoes helped put Patricia Moore on "Donahue" and the "Today" show, and also provided the New York product designer insights into the elderly, their needs and their challenges.

Disguised as an 85-year-old woman, she traveled throughout the country for 36 months, gathering information on how the aged are thwarted by discrete challenges thoughtlessly built into their food packaging, their homes, the stores they patronize and the cities in which they live.

"You just have to cope," she told the South Carolina Hospital Association's annual meeting in Columbia last week, "because that's the only response today." One option is new products thoughtfully geared toward the elderly's special needs. They can be as simple as packaging, dials and knobs designed to be used by persons whose hands are limited by arthritis; or shelves in homes and stores that are neither too high nor too low.

She has created an awareness of the need for such products. She is confident corporate America will react, partly because half of all Americans will be over 50 in the year 2030 and largely because the elderly hold much of the country's discretionary income.

B.H. Peace, 1873-1934 Roger C. Peace, 1899-1968 J. Kelly Sisk, 1912-1980

SOUTH CAROLINA'S LEADING NEWSPAPER

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DESIGN

MAKING U.S. HOMES ACCESSIBLE TO ALL

It was a $32,000 gesture, and Cardinal Industries says it was worth it.

That's what it cost the Columbus, Ohio-based modular home builder to bring a 10-ton, one-bedroom modular house, modified for the handicapped, to Washington, D.C., this fall, put it in place on the Mall and take it away five days later.

The occasion was Inspire '85, a symposium put together by the President's Committee on Employment of the Handicapped. Cardinal's reason for being there was simple: It wants the

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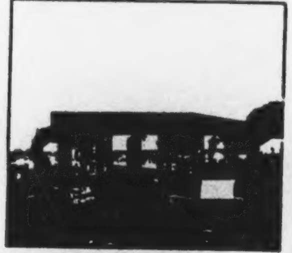
Photo: Courtesy Cardinal Industries



Cardinal planted a one-bedroom house in Washington, D.C., to demonstrate how a standard unit could be adapted to meet access requirements of the handicapped. Cardinal says the $32,000 cost was worth it.

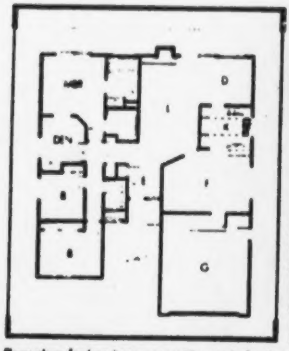
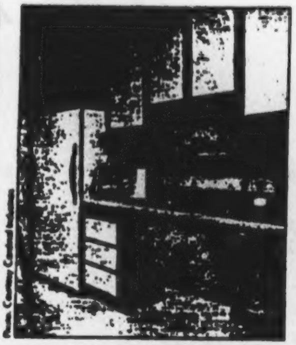


Photo: Courtesy Cardinal Industries



Floor plans for handicap-accessible, single-family homes being built by McMillin Development feature turnaround space for wheelchairs in the kitchen, as do units built by Cardinal Industries (right).

CONTINUED FROM PAGE 59

federal government to establish uniform specifications for adaptable housing for the handicapped.

After years of benign neglect, the housing needs of the physically handicapped (estimates are that more than 30 million Americans are mobility-handicapped) became a focus in 1985 for several home builders and at least one state. Beside Cardinal's effort:

- California incorporated new handicap-access standards into its state building code;
- San Diego-based McMillin Development designed an accessible house that can be built in any of its single-family projects;
- U.S. Home in Denver is introducing a house for the wheelchair-bound at its Prides Crossing subdivision.

Cardinal wants a federal standard so it and others can produce a cost-efficient, handicap-accessible product that meets code in all markets.

Cardinal also believes this product should be adaptable rather than predesigned for access. That is, instead of building 5 or 10 percent of a multifamily project's units to be handicap-accessible (as some states require), Cardinal wants to engineer all units so they can be adapted to an individual tenant's accessibility needs. That would mean, for instance, putting in the blocking for bathtub grab bars but not installing the grab bars unless a tenant requires them.

The cost of adapting a unit to a tenant's access needs would fall to the landlord, says Jan Sokolnicki, Cardinal's supervisor for code administration, adding that the costs are minimal because the groundwork for the changes has been engineered into the building.

While the house on the Mall was Cardinal's opening move in a long-term effort to lobby for a national standard, California already has changed its building code to include tough new handicap-access provisions. The provisions, which went into effect September 15, apply to all new multifamily units that are initially accessible to the handicapped, that is, all ground floor units and all units on upper floors serviced by an elevator.

In these units, doorways must have a minimum 32-inch clearance; hallways, kitchens and baths must have clear spaces for wheelchair turnaround; sinks have to be lowerable to 28 inches.

There is a $740 per unit cap on modification costs. If a builder runs over it, there's "flexibility in the way he spends his money," reports Bill Huston, technical director for the California Building Industry Association.

Meanwhile, multifamily builders rushed to get permits before the code changes went into effect, boosting California's September multifamily permits by 86 percent over August's. The rush to permit is some reflection of builders' wariness of the code changes. However, Huston also notes that regulators are planning to hold hearings in the near future "to clear up the obvious errors that have been identified."

McMillin has been selling its single-family, wheelchair-accessible house for a year with mixed results.

Last year McMillin, working with Veterans Administration handicap standards, designed a 2,100-square-foot prototype. The house features three-foot wide doorways, four-foot wide hallways, lowered kitchen sink and raised fireplace.

A McMillin spokesperson noted that there was tremendous interest in the program but that, unfortunately, many handicapped people don't earn incomes that enable them to become homeowners. The company sold just two modified units the first year.

U.S. Home's Denver project, designed by Inter-American Services, Littleton, Colo., has wheelchair-accessible, two-bedroom single-family homes in the $80,000 range.

Since a *Denver Post* article on the proposed homes ran in August, U.S. Home has fielded more than 25 inquiries from potential buyers. There have been no sales so far, but a completed home is not yet available for viewing.

Penelope Lemov, business editor

Devices For Assisting Physically Limited

By MABEL MOSS
Food Editor

(EDITOR'S NOTE: This article was prompted by a personal experience. A fall over a year ago resulted in broken wrist and pelvis. Feeding myself, with one hand, the food prepared by someone else was frustrating enough, while cooking was an impossibility. I needed help and didn't know where to get it. Since then I've made it my business to learn about devices that will make coping with kitchen chores easier for the physically limited. There is help available, and this article tells you some of the sources.)

The first thing a woman looks at in a house is the kitchen, or if she's building a new home, she spends the most time working out a convenient design, one that fits her needs and family lifestyle.

Kitchen design is even more important for people who are physically limited. Such limitations may be permanent or temporary, the result of illness, an accident, birth defect, pregnancy, or the natural process of aging.

Accidents are a major cause of disability. Most begin with a crash that leaves the victim with broken bones, traumatized, depressed, or worse yet, paralyzed. Suddenly he is unable to walk, has limited use of his hands, cannot lift heavy utensils, yet, in due time, he must make some effort to be self-sufficient.

Frustration is not being able to do for one's self. For a physically limited person the ability to take care of self needs, and perhaps the needs of other family members, adds greatly to his feelings of self-worth and confidence. [illegible] depression frequently accompanies disability, and it's important to become "active" again as quickly as possible.

Linda Durham, a Clemson Extension Agent in Spartanburg County, says self-helps are available and all are not costly, depending, of course, on the extent of the disability and needs. These aids range from homemade gadgets to a specially designed and equipped kitchen.

Kitchen adaptations can make it possible for a physically limited person to prepare, serve, and clean up after meals more conveniently. Depending on the user's needs and resources, an adaptive home kitchen can be a new or extensively remodeled kitchen or a kitchen with minor modifications, many of which are low cost and may be temporary.

Durham notes some important points for an efficient adaptive kitchen:

✔ A continuous counter connecting the three major work areas — sink, range and mixing center — increases the ease of kitchen work by eliminating the need to lift items from one counter to another.

✔ Though any of several shapes may be used, the U-shaped kitchen is most efficient, the L-shaped being the next easiest to use.

✔ For wheelchair users, a five-foot diameter circle is the minimum space needed for a wheelchair to make a complete turnaround.

✔ For some people with physical limitations, the standard 36-inch-high base cabinet work surface and counter may be best. Those in wheelchairs may find that a 30 to 32-inch-high work surface is easier to use. (The arms of a wheelchair are 29 inches from the floor.)

This lower surface may be achieved by remodeling cabinets to lower counter tops or raise kitchen floor between cabinets — both costly — or by adding features such as pull-out boards, fold-up counter extensions, portable work units or islands, cutting board placed over opened storage drawers to achieve the most comfortable work surface height.

✔ A side-by-side appliance provides both refrigerator and freezer space at heights accessible to wheelchair users. Adjacent base cabinets or walls should permit opening of appliance doors a full 180 degrees so wheelchair users can roll close for access.

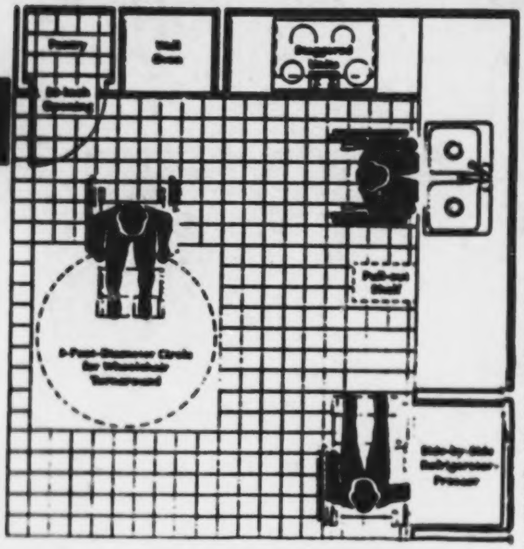
Other refrigerator-freezer interior features that increase accessibility are: pull-out and/or swing-out shelves available on some brands or models, and pull-out freezer or bins and cold food storage bins. A frost-free or self-defrosting unit minimizes maintenance care, and an icemaker is an asset for a user with limited arm, hand or finger strength.

✔ Removing doors and facings to base cabinets below the sink counter and sink, and cutting back shelves to [illegible] inches allows a wheelchair user to roll close to the counter as well as move more freely between the refrigerator and mix center and sink. An inexpensive roller or plastic drop curtain installed in this area could be lowered to hide the under counter storage area if desired.

✔ Where the counter area is a standard 36 inches, pull-out boards installed at 30-32 inches, or work boards placed over open drawers or across wheelchair arms can provide convenient work surfaces at lower heights. A nearby table or portable island of the appropriate height can provide the same solution, as can a hinged surface at the end of base cabinets or a nearby empty wall. Wheelchair users may like a pull-out board with bowl openings cut to match the size of their mixing bowls so that both hands are free for stirring.

✔ A minimum opening width of 30 inches is needed in the base cabinet for a wheelchair if there is not a continuous opening in base cabinets between sink and mix center.

✔ A vinyl or rubber cushioned rack placed in the bottom of a deep sink offers an


Pantry
Wall Oven
Staggered Burners
Pull-out Shelf
5-Foot-Diameter Circle for Wheelchair Turnaround
Side-by-Side Refrigerator-Freezer

Herald-Journal Photo By [illegible]

COUNTY EXTENSION AGENT, LINDA DURHAM, DEMONSTRATES
Handle Holder With Wood Base Which Helps Steady Hot Sauce Pan On Stove

Examples of these and many other kitchen adaptations are to be found at the Independent Living Skills Center in West Columbia. Built in 1979, the rehabilitation training kitchen was planned and developed to help South Carolina residents. It was designed by Linda [illegible], residential housing specialist with the Clemson University Cooperative Extension Service, and built by the South Carolina Department of Vocational Rehabilitation.

The federally funded (through [illegible]) project consists of a remodeled kitchen in a double-wide manufactured home. It serves as part of the program to train rehabilitation clients for independent living. Even though the kitchen was planned primarily to benefit wheelchair clients, many features are designed to help those with other limitations.

The tour, which is open to the public, was conducted by John Stevens, adjustment cheerfully from his wheelchair.

That Stevens had adjusted to life in a wheelchair was so evident, that I did not hesitate to ask, "What happened to you?"

Just as casually, he explained, "In 1969, at the age of 17, I was in an automobile accident. I suffered a cervical neck injury which left me permanently disabled."

Of course, the accident changed his life. In his circumstances, he thought an education was imperative. He found a school, St. Andrews Presbyterian College at Laurinburg, N.C., which would accommodate his wheelchair. Today, at 33, he exudes a self-confidence indicative that a long time ago he came to terms with the results of the accident. Now he's in a position not only to work with other physically limited persons but also serve as an inspiration. He is an example of the rehabilitation process at its best.

With ease, he demonstrated the accessi-

DEVICES

Continued From Page B4

at-wheelchair height with a pull-out ceramic tile-covered shelf under it to place foods removed from the oven, and the mirror over the stove which, Stevens said, "throws you right into the pot" so one can see what's cooking without tilting a pot filled with scalding food. The stove was a Jenn-Air selected because the controls are conveniently at the front.

Stevens pointed out the way the toe-space of cabinets is higher than standard to permit the wheelchair user to get closer, the recessed corner sink which permits dishwashing, the shelf with space cut out to hold a mixing bowl, and the pull-up shade covering shelves without cabinet doors. With a utility stick or reacher, Stevens could remove items from top shelves. He did say it was a good idea to use unbreakables.

"Unfortunately, all persons needing a facility like this cannot afford it," Stevens regretfully said. "However, many of the ideas can be incorporated in regular kitchens."

This kitchen is only the beginning. Stevens said a barrier-free home is to be built at the state rehabilitation complex.

According to Perry Bonds, counselor at the Independent Living Center, the modern day handicapped person lives in a different world. "Handicapped persons are no longer in the Dark Ages. Because of technology we can do things that we couldn't ten or even five years ago, while, at the other extreme, a simple rubber band can give hope."

Bonds made his point by twisting a rubber band over two fingers, inserting a pen. "Now the victim can write, even if he cannot hold a pen. Something as simple as a rubber band can make the difference."

Bonds finds the booklet "Do It Yourself Again," published by the American Heart Association, full of excellent, illustrated suggestions. While it pertains primarily to the stroke victim, many of the self-help devices are applicable to other physically limited persons. Contact your local Heart Association, or write American Heart Association, National Center, 7320 Greenville Ave., Dallas, Texas 75231.

The Independent Living Skills Center is open Monday through Friday, 8:30 a.m. to 5 p.m., and it's easy to locate. From I-26 in Columbia, take the Charleston exit; then exit at airport sign; make right turn off ramp. At second stoplight, turn right onto Boston Avenue at Airport High School sign. The Department of Vocational Rehabilitation is directly across the street from the school with the Living Skills Center in a gray-painted double-wide home behind brick buildings. Visitors are welcome. For information, call 739-3889 or 739-3371.

Booklet Offers Ideas

Diagrams of ideas and recommendations carried out in the rehabilitation training kitchen are to be found in a booklet, "Kitchen Adaptions for The Physically Limited," prepared Mahrer. She has this to say about the desirability of a universal home design:

"Universal design — a design using features which all people can use easily — is desirable in kitchens as well as throughout the home. This is especially true as more and more people of all physical characteristics — short, tall, physically limited or non-limited, high energy or low energy — live in independent households.

"Further, older Americans make up the fastest growing segment of the U.S. population and especially so in the retirement areas which include South Carolina and the other Sunbelt states. Thus, knowing and using universal design in housing, and especially kitchens, can make for much happier and more self-sufficient limited-use people."

Copies of this booklet are available through the local Extension Service in the Evans Resource Center. Also available are "Homemaking Aids for The Physically Limited" and "Help for The Handicapped." Contact Linda Durham at 252-6770 for copies.

Tips for the homemaker who works with one hand, included in "Help for The Handicapped," are:

- A board with two stainless steel nails for holding meat, vegetables, and other foods while peeling or cutting. Put raised lip on one corner of board that will stabilize bread while it's being spread. Rubber pads under each corner prevent the board from sliding around. Can also use damp sponge cloth or put suction cups on bottoms of bowls to keep from sliding.
- A suction based brush can be used for washing flatware or scrubbing vegetables.
- Use curved blade knife for kitchen tasks such as cutting up meat, vegetables. Rocking motion allows one to move across the board without lifting the blade.
- Knees come in handy as an anchor for boxes or bags of food to be opened.
- Small kitchen tongs work better than a fork for turning or lifting foods. Forks tend to stick in food.
- To release a jar with one hand, set the bottom of the jar inside a drawer and lean against it with hip. Base of jar will remain steady while top turns.
- It's difficult to lift and carry pots with one hand. Whenever possible, slide them to and from range and sink. If range is close enough to the sink, one can add water with a hose connected to sink.
- Use perforated spoons or ladles in lifting out contents from hot liquid. Eliminates necessity of pouring off hot liquid.
- Many utensils can be made more useful by enlarging or lengthening handles or by adding devices to stabilize them.
- Rolling out pastry with one hand may be done with a conventional rolling pin by using the hand directly, or the rolling pin may be fitted with a single handle of wire or wood. A paint roller (covered with foil or plastic) may also be used since it is designed to be used with one hand.

For the homemaker in a wheelchair, Durham has these suggestions:

- Electrical appliances such as hot plates, toaster ovens, fry pans, etc., placed on a working surface of a comfortable height may be safer and easier to use than a range of conventional height.
- Use plywood lap board with cut out holes to hold bowls, etc.
- Rearrange storage — store items at comfortable height; use roll cart with several shelves for storage. Use cart also for taking food as well as dishes to and from table.
- A grab bar near cooking area adds to convenience and safety of kitchen.
- If one can get out of wheelchair but still needs to sit, use chairs or stools with adjustable height seats.
- Persons who have limitations in reaching, bending or stooping may need a reaching tool to operate high controls, turn faucets or handle shelved items. Custom knob turner is an aluminum rod with an easy to grip handle on one end and an attachment that fits the knobs of one or more appliances on the other.

In "Homemaking Aids for The Physically Limited" are diagrams and instructions for making the following: spoon handle enlarged with rubber ball; toothbrush handle enlarged with bicycle grip; toothbrush with elastic band; leather (felt) and elastic holder; elastic writing aid; wooden block writing aid; pencil with twisted rubber bands; pencil with rubber ball; clothespin writing aid; handle holder (with base); handle holder for side of range; vegetable grater holder;

Also: a peeling, cutting, spreading board; wooden bowl holder; coat hanger holder for books; utility stick; dusting aid; soap in a cloth; Braille cookbook; large print cookbook.

Items similar to the above homemade ones are available through various retail outlets.

BUILDER

THE MAGAZINE OF THE NATIONAL ASSOCIATION OF HOME BUILDERS

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ABOUT BUILDING

Added Dimension

Surprise! All those baby boomers—yes, every one of the 42 million Americans who either have turned or will turn 30 years old during the 1980s—had parents and grandparents, and together they may have at least as much impact on housing as the baby boomers.

While for the last five years the housing industry as a whole has been more or less fixated on building houses for the younger generation, the number of older Americans, those older than 65, has been growing twice as fast as the general population. At this point baby boomers still outnumber the elderly, but almost 30 million people, or one of every eight Americans, are 65 or older. And every day another 5,000 people turn 65.

Ready for more surprises? Only one in 20 among the elderly live in nursing homes, and relatively few, according to experts, want to move in with their children.

An increasing percentage are capable financially of living independently. In the last 35 years the percentage of the elderly population with incomes below the poverty level has fallen from 35 percent to less than 15 percent. About 40 percent of elderly households now have incomes of more than $20,000, and about 75 percent own homes.

Contrary to popular wisdom, the elderly are not flocking to the Sunbelt. In fact about one-quarter of the nation's elderly live in Illinois, New York, Ohio and Pennsylvania. Only one in 25 move from their home states, while about five of every six older Americans either stay put or move fewer than 200 miles from their preretirement homes. (Which means, as market consultant William Smolkin says in the big story in this issue on the retirement housing market, builders should be able to find "opportunities in their own backyards.")

One common perception, however, is true: The homes the elderly do own in many cases are no longer suitable. They're too big, and because half were built before 1940, too expensive to maintain.

Put all of that together and the potential for retirement housing seems almost too good to be true. It has led Aaron Rose, head of retirement-center consulting for the accounting firm of Laventhol & Horwath, to say housing construction aimed at the elderly soon will "go off the charts." More specifically he forecasts that builders, developers and nonprofit groups will invest $33 billion in retirement communities in just the next five years.

That doesn't mean, of course, that builders everywhere should rush headlong into the retirement market, because it is not without its pitfalls and weaknesses. For example, projects often require services such as housekeeping, food service, transportation, social planning and medical care that most builders aren't used to providing. In addition, the elderly are notoriously slow decision-makers. Often they visit a project six to 10 times before deciding to rent or buy. So most projects move slowly.

Finally, the elderly are not mobile. In a given year only 9 percent of households headed by someone over 65 change address versus 25 percent of the general population. That means that while this market is broad it is not deep.

But even with those drawbacks the retirement market holds real promise. It has, as our story says, suddenly "come of age" and added another dimension to a total housing market that seems to me to have real balance for the first time in at least 15 years.

Since 1970 housing has been dangerously one-dimensional. In the early 1970s multifamily construction sustained it; in the mid-1970s and early-1980s starter housing was all the rage; and in the late-1970s everybody was building move-up housing. Today, rental housing is holding its own. The first-time market is still strong. The traditional move-up market is picking up steam. Yuppies have created a new niche. And now retirement housing is taking off. All of which puts housing in the best possible position to deal with any unpleasant surprises in next year's economy.

Frank Anton

412 Vol. 8, #6

Thursday, April 24

11:20-12:20 pm

Rhoda Cummings, Cleborne Maddux
University of Nevada
College of Education
Reno, NV

Learning Disabled Children: Parental Expectations and Rural Service Delivery

A diagnosis of learning disability frequently causes parents to ask immediately if their child is retarded or if he or she has normal intelligence. When assured that results of IQ testing places the child in the normal range, they often ask next if the child will be able to attend college. From our experiences with parents, particularly rural parents, we believe that this is a critical moment for both parent and child; a moment which can have profound and lasting impact on the child's future education, and on the parents' attitude toward the child and his learning problems.

Unfortunately, parents of LD children often focus too narrowly on two of the counselor's words: "normal intelligence". Many of these parents then seem to conclude that "It's too bad my child has a learning disability, but how fortunate that his intelligence is normal and he can overcome it."

Such an optimistic stance is obviously appropriate, and probably beneficial for some mildly affected learning disabled children. Learning disabilities, however, like all handicapping conditions, exist on a continuum from mild to severe. Some mildly affected individuals may indeed be successful in college. Even a few extraordinary individuals with more serious learning disabilities may be successful if given comprehensive support. But school counselors and other professionals must guard against implying that all learning disabled individuals have a mild handicap which will not stand in the way of a college degree.

Such a misconception is understandable. Since definitions of learning disability usually include the criteria of normal or above-normal intelligence, it is difficult for parents, and for some professionals to understand that the child may face certain lifetime problems and limitations. It goes without saying that parents who ask questions about the nature of the learning disability handicap should not be unduly alarmed. Neither should they be led to believe that the condition is a trivial one which will disappear as the child matures. Such prognoses, if unrealistic, may result in unrealistic parental expectations. We have seen these unrealistic expectations produce a variety of problems for the child, the parents, the school, and the field of learning disabilities.

This presentation/discussion will be aimed at parents and professionals who work with parents. It will discuss the nature of the learning-disability handicap, the effects of unrealistic parental expectations held by many parents of learning disabled children, and the implications for rural service delivery including the importance of, and problems associated with development of excellent rural vocational options for learning disabled children which should be differentiated from programs for retarded students.

objectives. For example, the Shadow/VET, as described previously, might therefore be selected if the objectives for a student who lacks motor control, but has the ability to remember, produce and repeat speech sounds, includes interaction with a microcomputer.

This presentation will include specific examples of the use the model and will demonstrate how technology can play a critical role in maximizing the opportunity for handicapped students to develop to their full potential. In adddition, the presentation will focus on how technology supports the interrelationship between the assessment/evaluation process and the instructional plan, thereby ensuring the appropriate placement in the student's least restrictive environment.

Thursday, April 24

11:20-12:20 pm

Presentors: Barbara Villa
Box 508
Whiteriver, AZ 85941

Whiteriver Project

I. Introduction: State of the Art

- A. Brief review of research from:
    - I. Brain scans
    - 2. Split brain research
    - 3. Brain injury
- B. Neuropsychology's contribution to education

II. Some educational programs based on split brain research:

- A. B.Y.U.
- B. Whiteriver
- C. Misc. others

III. An Educational program from cognitive psychology

- A. Instrumental Enrichment overview
- B. Summary of research from Whiteriver
- C. Strengths and possible problems with I.E. Program

IV. Conclusion: Future Directions

Thursday, April 24

11:20-12:20 pm

Presentors: Frank J. Nicassio
Child Development Program
Umatilla Education Service Dist.
P.O. Box 38
Pendleton, OR 97801

Nancy L. Withycombe
Tum-A-Lum School
Ferndale District # 10
Rt. 3 Box 152H
Milton-Freewater, OR 97862

Linda L. Brown
Ferndale District # 10
Rt. 3 Box 179
Milton-Freewater, OR 97862

Title: REGULAR/SPECIAL EDUCATION INTEGRATION THROUGH COLLEGIAL PROBLEM SOLVING: WORK IN PROGRESS

Presentors will describe the developmental history of an in-service effort aimed at creating a model to integrate regular and special education services in a rural school setting. For twenty-one weeks during the 1984-85 year, the four regular classroom teachers of the Tum-A-Lum School, and two specialists from the Umatilla Education Service District focused on collaborative problem identification and solution. With administrative support, a plan was developed to expand use of the model within Ferndale District # 10.

The model was formalized in a training manual entitled Collaborative Problem Solving for Regular and Special Educators in a Rural School Setting. During 1985-1986, "continuous, on-going inservice" has been expanded to include the staffs of the Tum-A-Lum School (75 Second and Third grade students) and Fruitvale School (83 Kindergarten and First grade students) and now involves seven regular teachers, one instructional aide, the special education teacher/coordinator, and a specialist from the Education Service District. Over a 20-week period, participants will review assumptions about special education and collaborative problem solving in rural schools, learn a collaborative problem-solving/peer coaching model, develop a common vocabulary regarding effective school environments, and develop greater understanding of the "self-renewing" team/school concept and its potential benefit to handicapped and non-handicapped students alike.

ACRES Conference particpants will be presented with the perspectives of professional staff from both the intermediate and local school districts. They will also receive a copy of chapter one of the training manual which provides sufficient structure to enable the initital design of their own collaborative approach.

Thursday, April 24

11:20-12:20 pm

Phebe Schwartz and
Caren Holloway
American Council on Rural
Special Education (ACRES)
Western Washington University
Bellingham, Washington 98225

MILLION CRANES
for peace

Million Cranes - An Art/Social Studies/English Project

Million Cranes is a peace project sponsored by Ploughshares, an organization of Returned Peace Corps Volunteers. Volunteer groups of children fold one thousand peace cranes and send the lei of cranes to a world leader involved in the nuclear arms race. The cranes bring a message of peace and hope for the removal of the threat of nuclear war.

The Million Cranes Project can be incorporated into classroom curricula. The project includes the art activity of folding the cranes, language art activities centered around reading a related story and writing letters to the world leaders, and social studies activities such as studying the country of the world leader to whom the cranes will be sent. The culture of Japan is also part of the Million Cranes Project, and could be part of a social studies lesson: the crane folding is an ancient Japanese art, and the story of the original one thousand peace cranes is about a young girl in Japan.

The idea of the Million Cranes came from the story of a young girl, named Sadako, in Japan. She survived the bombing of Hiroshima, but ten years later died of radiation poisoning. Before her death, Sadako folded close to one thousand paper cranes--according to Japanese tradition, anyone who folds one thousand cranes will be granted one wish. Sadako's classmates finished the lei of cranes, and she was buried with one thousand. Children in Japan still fold one thousand cranes and place them on the statue of Sadako in Hiroshima.

Ploughshares would like to expand the Million Cranes Project, especially in rural schools. The Million Cranes Project is suitable for regular and special education classrooms. A certain amount of manual dexterity is all that is needed. Adaptations for using the Cranes Project with special needs students are described later.

To date, over five hundred groups in the U.S. have participated in the Million Cranes Project. The goal is to involve one thousand groups, thereby producing one million cranes.

To participate in the project each group will:

1. adopt a world leader
2. fold 1000 origami cranes
3. communicate with the world leader
4. send the 1000 cranes to the leader with a message for peace
5. send one additional crane to Ploughshares for a special lei to be presented at Hiroshima on August 6 of each year.

I. As an art activity

Individual differences exist in learning style: some people are verbal, some are aural, some are kinesthetic, and some are visual. Art is a visual, non-verbal expression and therefore is a natural form of expression for certain individuals. Many children do not have a fully developed verbal form of expression and may find art to be more expressive.

Many teachers would like to incorporate art activities into the academic curriculum to enhance the learning process. However, many people do not think of themselves as being artistically talented or do not have training in art, and so are hesitant to bring art activities to their classes.

The folding of the paper cranes is a very simple art activity which produces a beautiful final product. Some manual dexterity is needed in folding the cranes, but the steps can be broken down and performed as separate tasks which simplifies the procedure. The project is not recommended for children under age six or seven.

II. As a language arts project

Language arts skills--reading, writing, spelling, grammar, punctuation, penmanship, etc.--can all be taught as separate units. However, composing essays, stories, and letters incorporates all elements of language arts. The Million Cranes Project requires communication with a world leader, and thus composing letters becomes an essential part of the project. Other language arts projects can be incorporated. But rather than being drill and practice activities, as spelling lists often are, the language arts activities have meaning for the students and may produce a result. Children have written to the class' adopted world leader and have received letters in return. Community or school newspapers have interviewed students and written articles about the project. The language arts can have a purpose communicating what the students are doing, and the students can see the importance of language arts skills.

III. As a social studies activity

The National Council of Social Studies (NCSS) has recommended that the curriculum in social studies include participation in simulated or actual activities which demonstrate aspects of the coursework. The Million Cranes Project provides students with participation in current events; the geography, history, and culture of Japan: the geography, history, and culture of another country and communication with a leader in that country; and a chance to explore their own cultural/ethnic heritage and experience the multitude of cultures that make up the United States.

Children today are concerned about the possibility of a nuclear war. The Million Cranes Project can give students a constructive project working toward lessening the threat of war. As one participant in the project said, "Making cranes does not prevent war. But making cranes can make friends, and friends do not make war."

IV. Special adaptations for students with special needs

The teacher will need to demonstrate to students how to fold the cranes. The demonstration must be both visual and verbal--simply telling someone to fold paper in half diagonally does not describe the procedure as well as a visual demonstration will. Large paper is often easier to work with, although some children do better with very small squares of paper. Remember, heavier paper is harder to fold crisply. Paper from magazines is quite easy to fold, though it may be a bit slick.

Some students may not be able to complete a crane. Consider one or more of the options listed below so that all students will be able to participate in the crane project.

Adaptations are described only for limited vision and manual dexterity. A hearing impaired student, for example, would need to be shown how to fold a crane as any student would; the teacher may need to sign the verbal directions for that student, but no other adaptations would need to be made. In working with students with mental retardation, the ability to perform the steps sequentially may be difficult, but this can be considered a dexterity limitation and addressed as such.

A. Limited manual dexterity:

In working with students with limited manual dexterity, think of each fold as a separate task. An "assembly line" approach can be set up, where each student is responsible for one fold only. Less dexterous students can accomplish one or two of the simpler folds, such as the initial task of folding the paper in half. More dexterous students can be responsible for the more complex folds where the neck and tail are formed.

Remember that the weight of the paper and the size also contribute to the ease/difficulty of folding. Less dexterous students might fold large (10" square) paper, while more dexterous students could fold quite small cranes. When stringing different sized cranes in a lei, graduate the cranes from large on the bottom to small on the top.

B. Visually impaired:

Students with partial vision can accomplish simpler folds, as described above. Also, large paper is often easier to fold than small squares. Paper that is white on one side and colored on the other side can assist the partially sighted student in differentiating between the "inside" and the "outside" of the crane.

One or two of the simpler folds may be all that some profoundly visually impaired students are able to accomplish. However, some blind students may be able to fold a complete crane. Teach a non-sighted student to fold a crane both verbally and kinesthetically (through touch). Have him/her touch the paper after each fold, and guide the student through folding several cranes.

IDEAS FOR TEACHERS

1. Write to the Embassy or Consulate Office of Japan and the country of your adopted world leader for materials and information. Another potential source of information could be the representative at the United Nations.

2. Locate people in your community either from Japan or the country of your world leader, or people who have visited these countries. Don't forget to check with your students' parents. These people can show slides and lead discussions in your class.

3. College libraries often have ethnic music and art resources.

4. Try to locate an encyclopedia or dictionary with last names and ethnic origins--you may have students who are unable to trace their ethnic heritage.

5. While studying Japan, bring an abacus to class. Explain the use of the abacus in arithmetic. Let students use the abacus for arithmetic problems. A simple abacus can be made using a frame of sticks nailed/tied together (or use a picture frame); then string large beads (buttons, bottle caps) in groups of nine across the frame. Some students may want to make an abacus.

6. Many libraries have children's books about other countries and stories from foreign countries. Two good books about Japan, for fourth to fifth grade students, are Miss Happiness and Miss Flower and Little Peach by Rumer Godden.

SAMPL UNIT PLAN 5th-6th grade mainstreamed classr

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 Overview	Present project of Million Cranes Read story of Sadako	SS - Introduction to World War II LA - Collect ways to say/write "peace" in other languages (library and homework)	SS-Wrap up/ Discussion of Hiroshima LA - Continue from yesterday	LA/SS-Write your opinion on WWII from the viewpoint of different world leaders (give students a list of important leaders	Art - Demonstrate how to make origami (begin with simple shapes, move on to cranes) Music of choice
2 Japan	SS - Geography of Japan Map and flag	LA - Read Japanese story in class SS - Political structure of Japan	LA/SS - Write to leader of Japan regarding class involvement in Cranes Project	LA - Read Japanese story in class	Art - Cranes Japanese music
3 Japan	LA/SS - Culture Discuss Japanese writing and art--show pictures of scrolls. Using long paper, ink, and watercolor brushes, let students experiment and make their own scrolls.	SS - Overview of Japanese history	LA/SS - Culture Haiku lesson--how to write, and let students write their own. Bring in small bowls of rice and chopsticks, let students try to eat. Review of social studies lessons.	LA/SS - Quiz and/or short essay on some aspect of Japan or Japanese history	Art - Cranes Japanese music
4 Country of world leader	LA-Initial letter to world leader	SS - Geography of country Map and flag	LA - Read story of that country SS - Political structure	SS - Discuss that country's involvement in WWII, and the world view today (current ev.)	Art - Cranes Music of the country
5 Country of world leader	SS - Historical overview LA - Story of country	LA/SS - Culture of adopted country (Food, arts, slides, etc)	SS-Current events Learn about world leader--biography, influence, etc. Continue culture	LA/SS - Quiz and/or short essay on the country of world leader	Art - Cranes Music Homework - students will bring to school on Mon. list of countries of origin
6 Ethic origins	Students will research country(ies) or continents of origin--each will prepare short presentation, such as a dance, flag, story, map, song, ceremony, etc.		Students will give presentations -- may want to invite parents. Current events -- U.S. and global		String cranes into lei Write letters to leader to send with cranes

CONCURRENT SESSIONS
THURSDAY, APRIL 24

2:00 - 3:00 PM

Thursday, April 24

2:00-3:00 pm

Presentors:
Richard A. Abramson, M.Ed.
Maine School Admin. District #11
GRJHS, RFD #5A
Gardiner, Maine 04345

Title: Adolescent Suicide Prevention

After experiencing six completed suicides from among persons under age 22, in an 18-month period, the MSAD #11 staff began enlisting community support to develop a comprehensive Suicide Prevention Program. This community-based program has over a three-year period disseminated 5000 emergency help cards, conducted both district-wide and state-wide workshops for educators, developed a curriculum/resource guide/annotated bibliography for use in public schools, and trained and implemented a volunteer 24 hour crisis hotline.

Since January, 1985, as a result of this community Suicide Prevention Program, only one completed suicide has resulted from this same age group. Ironically, the number of threats and/or attempts have gone up due to the believed increased community awareness.

This presentation seeks to enable interested individuals the opportunity to explore ways in which their schools and communities can begin to reduce adolescent suicide. Emphasis is on little or no cost methods and materials that are usually readily adaptable to their own situations.

Thursday, April 24

2:00-3:00 pm

PROPOSAL ABSTRACT

Richard Medved, Ann Beth Deily,
Philip Lyon
College of Saint Rose
432 Western Avenue
Albany, NY 12203

NEEDS ASSESSMENT AND IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMS IN RURAL SCHOOLS

The purpose of this project, supported by a grant from the U.S. Department of Education, is to help rural Chief School Officers (CSOs) to implement staff development programs which address the problems encountered in meeting the educational needs of students with handicapping conditions in the mainstream. As part of their participation in this three year project four CSOs indicated an interest in conducting a staff development needs assessment in order to develop a comprehensive five year staff development plan as mandated by the Board of Regents of the State of New York.

The objectives of this research are to (1) examine needs assessment instrumentation used in rural settings, (2) examine staff development programs in rural settings to determine significant features for rural educators, (3) to design a needs assessment instrument to be used in participating districts, (4) to assist CSOs to plan staff development programs based upon the needs assessment data, and (5) determine if a relationship exists between staff development needs in serving handicapped children and other staff development needs.

Currently, the developed Needs Assessment Instrument has been administered to 210 educators in three rural central schools in upstate New York. Two CSOs have incorporated the results in their five year staff development plans. The instrument is being administered to an additional 50 educators in the fourth participating district. Upon completion of the data analysis two more comprehensive staff development plans will be formulated.

Implications and intended outcomes of this research include the availability to rural CSOs of a needs assessment model and accompanying instrumentation, and the nature and specifics of staff development needs of rural educators. Of particular interest is the question of whether inservice programs for regular classroom teachers in order to improve their ability to service handicapped children is as necessary as has been previously assumed. From our initial data it appears that there are other issues and concerns in rural settings which may impede the ability of the educator to be effective in the delivery of educational services to handicapped children.

Thursday, April 24

2:00-3:00 pm

Wanda Radcliffe, Ghaski Lee,
Vicki Smith, Louise Kaczmarck
West Virginia Department of Health
1800 Washington St East
Charleston, WV 25305

ABSTRACT

The purpose of this presentation is to share ideas on the proposed Early Childhood State Planning Grant which is to design a Comprehensive State Plan for Preschool Handicapped in West Virginia. The state plan will create a comprehensive and coordinated delivery system of special education and related services to preschool handicapped from birth through five years of age. This project has four major goals:

- To increase statewide awareness and assess the current status of the need for and expected benefits of comprehensive services for preschool handicapped children.
- To establish a statewide child tracking system for preschool handicapped children in West Virginia.
- To develop interagency mechanisms for the planning of a comprehensive service system for preschool handicapped education in West Virginia.

This project which is submitted by the West Virginia Department of Education will rely heavily on the active involvement of the State Interagency Preschool Advisory Council which is made up of parents and representatives of the various regional, state, and local agencies and organizations.

This project is seen as a needed mechanism for adequate assessment of the status of existing services, resources, and needs; to continue stimulating cooperative interagency efforts among and between current service providers; for providing an increased awareness of existing and potential resources; and to foster efforts at achieving maximum benefit with scarce fiscal resources. The benefits of the project will be integration and effective use of current services, priority setting for service extensions, improved program management, and coordinated quality service which will significantly impact the quality of services for parent and preschool handicapped children in West Virginia.

Thursday, April 24

2:00-3:00 pm

Presentor:

Ed Madrid
Bilingual Ed
Woodland Joint Unified
School District
526 Marshall Avenue
Woodland, CA 95695

Title: THE RELATIONSHIP BETWEEN SPECIAL EDUCATION AND BILINGUAL EDUCATION

Schools in this country have only recently begun to address the needs of the limited English proficient child who is physically handicapped or emotionally disturbed. In this presentation I am going to talk about the legal and educational developments that have focused attention on this child and briefly describe some methods currently being used. One of the most critical issues that have arisen is the need for teachers trained both in bilingual education and special education.

Bilingual Special Education programs, resources, and references at the end of the presentation.

Two groups of children are currently the focus of much educational and legal controversy: minority language children and handicapped children. Laws, court decisions, and visible advocacy groups have brought the needs of these children to the public eye, highlighting the failure of our public school system to serve them in appropriate programs. This issue is further complicated because some children both speak minority languages and are handicapped. They require special education methods which are relatively undeveloped.

Concern for these children is not a new phenomenon. Professionals involved in the education of minority children have been anxious about their assessment and corresponding placement for many years. Let's start with LEGISLATION AND LITIGATION.

I am going to give you a brief overview of some of the critical happenings leading to present legislation and educational policies. Historically, these events span the confrontations of the mid-1950's when the inequities of our institutions were laid bare and the responsive 1970's when the efforts of our courts and educational systems were directed toward finding ways to ensure equality of opportunity for all children.

The 1960's and 1970's were particularly active for the litigation and legislation that have determined today's legal framework of educational programs for handicapped bilingual children.

BROWN V. TOPEKA OF 1954

Although it did not speak directly to the educational rights of either bilingual or handicapped children, the landmark Brown v. Board of Education of Topeka case of 1954 laid the foundation for much of this legal activity. In Brown, the U. S. Supreme Court ruled that the separation of schooling according to race is inherently unequal and does not meet the test of equal protection provided in the Fourteenth Amendment to the U. S. Constitution. The Brown decision later became the basis for federal mandates prohibiting discrimination against handicapped and LEP children.

CIVIL RIGHTS ACT OF 1964

This was the first major piece of federal legislation requiring that school districts receiving federal funding ensure nondiscrimination on the basis of race, color, or national origin. Later interpretations of the Act by the U. S. Office for Civil Rights (e.g. OCR's May 25, 1970, Memorandum, Fed. Regis., 35, 11595) led to the requirement that school districts provide special instruction to bilingual students and guarantee that nondescriminatory testing procedures are used in their evaluations.

BILINGUAL EDUCATION ACT OF 1968

Passage of the Bilingual Education Act of 1968 provided a legal way to address the needs of minority language children through bilingual instruction. Specifically, Section 702 of the act stated that:

> "In recognition of the special educational needs of the large number of children of limited English speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary programs designed to meet these special educational needs."

Through the Bilingual Education Act, monies were provided for the establishment of bilingual instruction programs, development of bilingual curriculum and materials, and bilingual teacher training. Such monies provided legal encouragement for school districts to develop alternative educational programs for minority language students.

DIANA V. CALIFORNIA OF 1970

Diana v. California State Board of Education (1970) was a landmark case which has a significant impact on language assessment policies. Mexican American student classes for the mentally retarded had been placed on the basis of I.Q. scores derived from administration of the Binet or WISC.

An out-of-court settlement of the Diana case called for a revision of placement procedures to include testing in the home language.

DIANA, COVARRUBIAS, ARREOLA, & GUADALUPE

Besides Diana, other cases (Covarrubias, 1971; Arreola, 1968; Guadalupe, 1971) raised the issue of the inappropriate use of standardized intelligence tests to place children in classes for the mentally retarded.

VOCATIONAL REHABILITATION ACT OF 1973

Following the trend of civil rights legislation, Congress passed the Vocational Rehabilitation Act to guarantee the civil rights of handicapped individuals. This act declares:

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

EQUAL EDUCATIONAL OPPORTUNITIES OF 1974

By 1974, several states had enacted bilingual education legislation, federal courts had ordered the establishment of bilingual programs, and the United States Supreme Court had confirmed the authority of the government's Office for Civil Rights to enforce civil rights mandates. The Equal Educational Opportunities Act codified into law the guarantee of equal education rights for language minority students and the legal principles declared by the Supreme Court in a landmark case, Lau v. Nichols.

In perhaps its strongest statement against discriminatory treatment by the public schools, Congress asserts in Section 1701 (1) of the Equal Educational Opportunities Act:

> "All children enrolled in public schools are entitled to equal educational opportunity without regard to race, color, sex, or national origin..."

LAU V. NICHOLS OF 1974

Appropriate placement. Perhaps the most influential litigation affecting the provision of instruction for non-English speaking minorities is the *Lau v. Nichols* 1974 decision. The plaintiffs were Chinese children in the San Francisco Unified School District who charged that they were functionally excluded from meaningful education because of their inability to speak or understand English, the language of instruction. They sought relief from the unavailability of adequate programs and argued violations of Title VI of the 1964 Civil Rights Act and the Fourteenth Amendment to the Constitution. The District Court ruled against the plaintiffs, and the ruling was upheld by the Appellate Court. Upon further appeal, however, the U. S. Supreme Court reversed the decisions of the lower courts and declared that schools do have an obligation to provide specialized instruction to students whose limited English language ability prevents them from full participation in the classroom.

The court also upheld the authority of the U. S. Department of Health, Education and Welfare (HEW) to issue interpretations regarding the applicability of Title VI prohibitions to LEP students. In a 1970 memorandum, HEW had required school districts to take affirmative steps to overcome the English language "deficiencies" of limited English speaking students.

P. L. 94-142

This Act also known as Public Law 94-142, is the major federal legislation mandating education for handicapped children, the right to a free public education, individualized programming, least restrictive environment, and due process requirements.

In 1975, P. L. 94-142 was signed into law as a complete revision of Part B of the Education of the Handicapped Act. Additionally, federal regulations prohibiting discrimination on the basis of handicap (Vocational Rehabilitation Act, Section 504, 1973) became effective in 1977. Both measures constituted landmark legislation for handicapped children since they required that these children be provided a free, appropriate public education. An understanding of these two measures is essential to anyone working with handicapped children, particularly minority language, handicapped children, since they in fact summarize the legal framework within which each district must operate.

P.L. 94-142 is an education finance law. It provides a formula for allocating federal funds to states implementing programs for handicapped children.

P.L. 94-142 was a milestone in the struggle for the rights of all children to an education. As we have seen from this brief historical review, recognition of the needs of linguistically different, handicapped children has not been easily attained. It has taken the advocacy of educators, lawmakers, attorneys, and parents to develop protective legislation that guarantees these children a free and appropriate education to meet their unique needs. P.L. 94-142 now mandates that all aspects of an educational plan (curriculum, assessment, and the individual program) be tailored to the student's unique needs, including linguistic ability. In order to do this, the local district must provide the proper staff capable of supplying such services in the child's dominant language.

RIGHTS OF LANGUAGE MINORITY CHILDREN

Litigation has been crucial to the establishment of rights for language minority children. From Arreola, v. Board of Education (1968) to Jose P. v. Ambach (1979), the rights of these students have been expanded to require the consideration of linguistic and cultural factors in their evaluation for placement and in the actual provision of instruction.

ASSESSMENT

Many of the critical issues in special education for LEP students are related to the assessment process. As we have just seen, considerable litigation and legislative attention has been devoted to the racial, cultural, and languages biases in traditional evaluations. Comprehensive, ongoing assessment provides the basis for initiating alternative teaching approaches in the regular education program or deciding to refer to special education services when the regular setting (bilingual or monolingual) cannot meet the needs of the exceptional student. It is critical to look at assessment as an important phase in providing appropriate instruction. The more we learn about the individual, the more we can accommodate his or her unique characteristics in our program. Assessment finds its true usefulness in the education process as educators gain fresh perspectives about what they can do to make the necessary changes in the instruction provided.

Because assessment is such an important and complex factor in designing educational programs, the performance of traditional assessments of language minority students can become problematic and discouraging. All too often, traditional evaluation procedures result in little useful information due to the inherent bias of the methods themselves. Biases can arise from (1) inadequate representation of language minority children in the test-item selection population, which results in questions that are biased culturally, experientially, and linguistically toward the majority groups, (2) insufficient representation of minority students when norming the instrument, (3) problems during administration of the test (e.g. a lack of test sophitication on the part of the examinees, examiner ethnicity, etc., and (4) misinterpretation of the student's performance. Unfairness can never be entirely eliminated in these areas of test construction, content, administration, and interpretation; therefore, our job is to

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achieve the least biased test procedure possible.

In attempting to do this, we must be cautious when using (1) translations and adaptations of instruments that are as adequate as the original test in English because their content is left largely unchanged, (2) untrained interpreters who are inadequately prepared to administer or interpret assessment devices, and (3) poorly constructed native language instruments that possess little or no statistical information to support their utility.

All of the above-mentioned cautions should not overwhelm or discourage prospective educators, but rather help them avoid those low-quality procedures known to have contributed to miscategorization of language minority children in the past. Faulty methodology can lead to under-and overidentification, as well as improper identification, where we assume the child's handicap to be more or less severe than it actually is.

When a student is referred to the special education service team for comprehensive assessment, the law provides that (1) parents must be notified in their native language and their consent granted to conduct a full psychoeducational assessment. (2) the assessment developed must be nonbiased culturally, racially, sexually, and linguistically, and (3) the assessment must be multidimensional in nature.

Districts in the process of formulating or revising their assessment procedures for language minority students might find the list of recommended bibliographic resources on testing helpful to them in that process. I will provide you a copy of these resources at the end of my presentation.

PROGRAM MODELS

Having children properly assigned to programs is fundamental, but the practical challenge facing districts is formulating the subsequent educational programs and preparing the staff to deliver these programs.

I will briefly discuss the development of individual education programs (IEP's) for culturally and linguistically different students and the available program models that districts can use to deliver the services delineated in their IEP's.

A basic premise of the following discussion is that the IEP directs both the services received by exceptional students and the later evaluations of student performance and program success.

A. The IEP is developed by a team or committee including:

(1) A representative of the education agency

(2) The child's teacher
(3) Parents
(4) The child
(5) Other individuals, a speech therapist, therapist, social worker, bilingual specialist, counselor and
(6) A member of the evaluation team, usually a school psychologist.

B. Present Level of Performance

An IEP consists of several sections that together attempt to give an accurate picture of the child's current performance and the progress expected in one school year. A sample of an IEP we use in Woodland, California is available in the hand-outs.

The IEP is a tool to ensure that the relevant services are supplied to exceptional children.

Although both the bilingual (or English as a second language) department and the special education department are responsible for exceptional bilingual children, the major accountability (both legal and ethical) lies with special education services.

Bergin (1980) explains the division of responsibility for bilingual youngsters.

"Minority language children are not necessarily exceptional or handicapped children. Although they may be entitled to bilingual or English-as-a-second-language program in order to learn to their full capacity, such programs are not considered special education programs. However these same children may also be handicapped or exceptional and thus entitled to both bilingual assistance and special education services. In either case, their linguistic abilities must be taken into account."

Cooperative planning and consolidated efforts on the part of both departments lead to the most advantageous learning environment for the student.

I will describe three models for service delivery based on different staffing patterns.

MODEL #1

Integrated Bilingual Special Education Model. In the most comprehensive and compact of the three models - the integrated bilingual special education model - one educator skilled in both fields delivers all services independently. This arrangement is the preferred delivery method since it is the most cost-effective and productive. It is especially advantageous when the district has sufficient numbers of exceptional bilingual students to require its implementation or when the district elects to access such services because of the obvious benefits.

MODEL #2

Coordinated Services Model. This option calls for comprehensive servicing by credentialed instructors - a special educator and a bilingual/ESL educator. In this model, both instructors should be knowledgeable in the foundations and instructional techniques of each other's fields in order to communicate effectively and form a unified team. The special educator has primary responsibility for service delivery and executes all areas of instruction designated for English delivery. The bilingual educator directs the implementation of all special education goals targeted for a bilingual or monolingual native language delivery. Ongoing coordination is necessary, but the scheme permits independent implementation because each instructor is well-qualified for the task.

The coordinated services model is advantageous when:

(1) Bilingual teachers are available in the district for the target ethnolinguistic minority group,
(2) Teaming is an approach acceptable to the instructors involved,
(3) Training is provided to both team members regarding the other's field prior to initiating services,
(4) It is clearly not feasible to implement an integrated program by hiring a bilingual special educator, and
(5) The parents desire that a bilingual approach be used for their child.

The major disadvantage of the coordinated services approach is its cumbersome design: The use of two credentialed instructors to serve one child is costly, both in the time required for planning and in the use of instructional personnel.

MODEL #3

Bilingual Support Model. This model represents the minimum service level, with a monolingual special educator responsible for all the instruction provided. The special instructor would implement all IEP objectives to be accomplished in English and oversee those implemented by an aide in the native language. This scheme requires that the special educator receive training in order to understand the characteristics of bilingual children and to learn the specialized instructional strategies that facilitate learning. In turn, the aide is trained in special education techniques and and classroom management. Daily coordination is a necessity for this model to function properly.

The bilingual support choice is advantageous when (1) there are too few bilingual students to be served to warrant a credentialed bilingual instructor, (2) the native language of the child is not that of the existing bilingual services in the district, and (3) the parents prefer the bulk of their child's educational program to be deliverd in English.

The Relationship Between Special Education and Bilingual Education

Bilingual Ed

Ed Madrid
(916) 662-0201

CHRONOLOGY OF LEGISLATION AND LITIGATION

1954: *Brown v. Board of Education of Topeka*, 347 U.S. 483, 74 S. Ct. 686, 98 L.Ed. 873 (1954).

1964: Civil Rights Act of 1964, Title VI, Section 601, 42. U.S.C.A., Section 2000d.

1968: Elementary and Secondary Education Act. Title VII (also known as the Bilingual Education Act), Sections 702 *et seq.*, 20 U.S.C.A., Sections 880b *et seq.*; P.L. 90-247, 81 Stat. 783 (Jan. 2, 1968).

1968: *Arreola v. Board of Education*, No. 160 577 (1968).

1970: U.S. Office for Civil Rights, May 25, 1970, Interpretation of Civil Rights Act. *Fed. Regist. 35*, 11595.

1970: *Diana v. State Board of Education*, No. 3-70 37 RFP (1970).

1971: *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania*, 344 F. Supp. 1260, E.D. Pa. (1971).

1971: *Covarrubias v. San Diego Unified School District*, No. 70-394-T, S.D. Calif. (1971).

1972: *Mills v. Board of Education of District of Columbia*, 384 F. Supp. 866 (D.D.C. 1972).

1972: *Guadalupe Organization, Inc., v. Tempe Elementary School District No. 3 et al.*, U.S. District of Court of Arizona, 587 F. 2d 1022 (9th Cir. 1978).

1973: Vocational Rehabilitation Act of 1973, Section 504, 29 U.S.C.A., Section 794; P.L. 93-112.

1974: Equal Educational Opportunities Act of 1974, Section 204, 20 U.S.C.A., Section 1703.

1974: *Larry P. v. Riles*, 343 F. Supp. 1306, 502 F. 2d 963 (9th Cir. 1974).

1974: *Lau v. Nichols*, 414 U.S. 563, 94 S. Ct. 786, 39 L.Ed. 2d 1 (1974).

1974: *Wyatt v. Stickney*, 344 F. Supp. 387 (M.D. Ala. 1972); Affirmed Sub. Nom. *Wyatt v. Aderholt*, 503 F. 2d 1305 (5th Cir. 1974).

1975: Education of All Handicapped Children Act of 1975, 20 U.S.C.A., Sections 1411-1420; P.L. 94-142.

1977: *Fed. Regist. 42*, No. 86, May 4, 1977, P.L. 94-142 Regulations.

1978: Gifted and Talented Children's Act of 1978, Section 902; P.L. 95-561.

1978: *Lora v. The Board of Education*, New York, 456 F. Supp. 1211 (1978).

1979: *Jose P. v. Ambach*, 79-C-270, New York (1979).

1980: *Parents in Action on Special Education (PASE), et al. v. Hannon, et al.*, appeal pending (7th Cir.).

RESOURCES IN TESTING

Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests. Center for Bilingual Education, Northwest Educational Laboratory, National Dissemination and Assessment Center, California State University at Los Angeles, 5151 State University Drive, Los Angeles, CA 90032. 1978.

Bilingual Special Education Assessment Handbook (A). National Hispanic Center for Advanced Studies and Policy Analysis, 255 E. 14th Street, Oakland, CA 94606. (415) 451-0511. 1982.

Bilingual Testing and Assessment. Proceedings of BABEL Workshop and Preliminary Findings Multilingual Assessment Program. BABEL Inc., 255 E. 14th Street, Oakland, CA 94606. (415) 451-0511. 1971. Test-by-test summary of the discussion and conclusions reached during the workshop sessions.

Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines. Edited by Joan Good Erickson and Donald R. Omark, University Press, 300 N. Charles Street, Baltimore, MD 21201. (800) 638-7511. 1981.

Culturally Appropriate Assessment. A Source Book for Practitioners. By Andrea Carroll, Gabriele Gurski, Kirsten Hinsdale, and Keren McIntyre, California Regional Resource Center (CRRC), University of Southern California, 600 S. Commonwealth Avenue, Suite 1304, Los Angeles, CA 90005. (213) 381-5231. 1977.

Educational Testing Service Test Collection. Test Collection, Educational Testing Service, Princeton, NJ 08541.

Bibliographies for:

Special Populations:
- American Indians
- English as a Second Language
- Spanish Speakers, Preschool-Grade 3
- Spanish Speakers, Grades 4-6
- Spanish Speakers, Grades 7 and Above

Miscellaneous:
- Culture-Fair and Culture-Relevant Tests
- Piagetian Measures
- Other

Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XIII, 7703 N. Lamar Boulevard, Austin, TX 78752. 1977.

Guide to Assessment Instruments for Limited English Speaking Students (A). By Barbara P. Pletcher, *et al.* Santillana Publishing Co., 575 Lexington Avenue, New York, NY 10022. 1978.

Initial Screening and Diagnostic Assessment of Students of Limited English Proficiency. National Dissemination and Assessment Center, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032. 1980.

Manual for Identification of Limited-English Proficiency Students With Special Needs. By Alba M. Ambert, Jean Greenberg, and Sandra Pereira, Bilingual Multicultural Special Education Project, Massachusetts Department of Education, Division of Special Education, Bureau of Program Development and Evaluation, 31 St. James Avenue, Boston, MA 02116. March 1980.

Psychological Assessment for Hispanic Children. By Dr. Ricardo Figueroa, The National Hispanic Center, 255 E. 14th Street, Oakland, CA 94606. 1982. (Topics covered are: Education and Hispanics, Culture and Testing, Adaptive Behavior and Culture, IQ and Intelligence, Criterion Reference Testing, The Law & Psychological Testing, Bilingual Children's Test Performance, Mental Abilities of Hispanic Children, Bilingual Special Education, and Bias in Testing Bilingual Children.)

Resource Guide to Multicultural Tests and Materials. By Lorraine T. Cole and Trudy Snope, ASHA. September 1981, pp. 639-44.

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Vol. III.B. Evaluating the Non-English Speaking Handicapped. FDLRS Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students, Knott Building, Tallahassee, FL 32301. (904) 488-1879 (Suncom 278-1879). 1982.

Nancy Dew
Coordinator of Services
Illinois Resource Center
April 1982; edited September 1982.

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 1)

Team Meeting Date ___/___/___

CTION 1

LEGAL PUPIL NAME ______________________________ (last) (first) (middle initial)

Birth Date ___/___/___

SECTION 2

PUPIL DATA

(As of meeting date)

LEP ☐ NEP ☐

Address: ______________________________

Sex: ☐ Male ☐ Female

Grade ________ Home School ______________________________

Current School of attendance: ______________________________

Primary language: ____________

Referring person: ______________________________

Ethnicity: ____________

SECTION 3

PARENT DATA

Parent/Guardian Name:

______________________________ (first) (last)

Home Phone: ____________

Work Phone: ____________

Parent Address Same? ☐ Yes ☐ No ______________________________ (number) (street) (city)

Licensed Children's Home: ☐ Yes ☐ No

Parent Language (other than Eng.) ____________

SECTION 4

ELIGIBILITY AND TEST DATA

IEP Team Level:
- ☐ School
- ☐ District
- ☐ County
- ☐ Joint

Meeting Purpose
- ☐ Initial
- ☐ Annual Review
- ☐ Triennial
- ☐ Other Review

Primary Classification:

___ ld ___ speech ___ deaf ___ h.h. ___ df/bl ___ vh

___ oh ___ sed ___ lif ___ ohi ___ mh

LH Elig: ☐ Mod tried and documented

☐ Not due to cul/lang/absence ☐ discrepancy

☐ due to disorder in Psych. process

SECTION 5

PROGRAM ECOMMENDATION

OR OFFICE USE ONLY

Placement
- Date: ____________
- School: ____________
- Teacher: ____________

Ann. Review
- Date: ____________

Record # ____________

Projected Duration of Program: ______________ Date Program to Commence: ___/___/___

Extent of participation in regular education program: Modification/Date

______ % of day in regular classes ______

______ % in Special Education services ______

Date first entered Sp.Ed. ___/___/___

Date of last Evaluation ___/___/___

Date of Triennial Eval. ___/___/___

Recommended Placement:
- ☐ Regular Program
- ☐ Regular Program with modifications
- ☐ Designated Instruction and Services ____________ specify
- ☐ Resource Specialist Program ________
- ☐ Special Day Class
- ☐ Other ____________

Transportation:
- ☐ Not required
- ☐ Regular Transportation
- ☐ Special Education Transportation
- ☐ Refer to District Level IEP Team

SECTION 6

EXTENDED SCHOOL YEAR?

☐ Yes ☐ No

Interim action, if needed:

____

____

____

____

Alternatives to meet district prescribed course of study and/or to meet proficiency standards. ☐ Yes ☐ No

If yes, attach separate sheet

Pupil will follow school/district behavior and discipline standards:

☐ Yes ☐ No

If no, address as a goal

SECTION 7

TEAM MEMBERS PRESENT

The following Individualized Education Program Team members were present and affirm that proper procedures have been followed regarding assessment, due process, instructional planning, and program recommendation or dismissal in accordance with the provisions of California Administrative Code Title 5 and California Education Code (members who do not agree or concur with the identification or educational program should attach a statement of reasons for disagreement and alternative recommendations).

Name/Title Administrator/Designee (1) ______________________ (5) ______________________

Current Teacher (2) ______________________ (6) ______________________

Parent(s) (3) ______________________ (7) ______________________

(4) ______________________ (8) ______________________

SECTION 8

PARENT CONSENT INDICATES:

Participants:
- Father ☐ Pupil
- Mother ☐ Surrogate?
- ☐ Guardian
- ☐ Representative

☐
- I have received a copy and had my rights as a parent explained to me.
- I consent to my child's participation in the Special Education Program and/or related services recommended and understand that I may withdraw my consent at any time after consultation with a member of the Individualized Education Program Team and after submitting written notice to an administrator.
- I consent to all components of the Individualized Education Program, with the exception of any noted (attached). I understand those components to which I consent may be implemented so as not to delay providing instruction and services to my child.

☐
- I consent to the dismissal of my child from Special Education.

Parent Signature(s): ______________________ (Signature) ______________________ (Signature) Date: ___/___/___

COPIES: Special Education Teacher / Parent—PINK COPY / Special Education Office / Regular Education Teacher / School

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 2)

Pupil's Name ______________________ **Birthdate** ___/___/___ **IEP Team Meeting date** ___/___/___

LEVELS OF EDUCATIONAL PERFORMANCE

Reading (Recognition/Comprehension)

Math (Reasoning/Calculation)

Written Expression

Communication (Expression/Comprehension)

Vocational/Pre-Vocational

Health (Include Medication, Glasses, etc.)

Other (Socio-emotional, etc.)

ELIGIBILITY DETERMINATION/RATIONALE FOR PLACEMENT AND CONTINUATION IN PROGRAM

☐ Meets eligibility criteria and needs more academic support than a regular class with modifications can provide.

☐ Academic and behavior eligibility criteria are both met. Needs more behavioral and academic support than a regular class with modifications can provide.

PHYSICAL EDUCATION: ☐ Regular ☐ Specially designed (describe below)

COMMENT SECTION: (If a secondary pupil, attach plan for meeting district course of study requirements/or proficiency standards. When appropriate, include: considerations for Non-English speaking; transition into regular class program).

WHITE—Special Education Teacher / GREEN—Parent / YELLOW—Special Education Office / PINK—Regular Education Teacher / GOLDENROD—School

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 1)

Fecha de la Junta del Comité ____/____/____

SECCION 1

NOMBRE LEGAL DEL ALUMNO ______________________________
(Apellido) (Primero) (Segundo)

Fecha de Nacimiento ____/____/____

SECCION 2

DATOS DEL ALUMNO

(Con fecha de la junta)

Domicilio ______________________________

Residente de YSESR ☐ Sí ☐ No

Grado __________ Escuela a la que debe atender ______________________________

Escuela de asistencia actual ______________________________ Idioma Principal ______________________________

Persona que hizo la recomendación ______________________________ Código étnico ______________

SECCION 3

DATOS DEL PADRE

Nombre del Padre: ______________________________
(Primero) (Apellido)

Teléfono de casa: ______________________________

Institución con Licencias de Ninos: ☐ Sí ☐ No

Es el mismo domicilio que el del padre? ☐ Sí ☐ No

____
(Numero) (Calle) (Ciudad)

Teléfono de trabajo: ______________________________

SECCION 4

DATOS DE EXAMENES Y DE ELEGIBILIDAD

Nivel del Comité del IEP:
☐ Escuela
☐ Distrito
☐ Condado
☐ Unión

Propositos de la Junta:
☐ Inicial
☐ Examen Anual
☐ Examen de cada tres años
☐ Otro Examen ______________

Reune la criteria de elegibilidad para una Educación Especial: Sí_____ No_____

Primera clasificación:
☐ Aprendiendo ☐ Comunicativo
☐ Físico ☐ Severo

Código ☐☐☐

SECCION 5

RECOMENDACIONES DEL PROGRAMA

Duración proyectada del programa: ______________

Extensión de la participación en un programa de educación regular:

[illegible]

_____ % del día en clases regulares _____

_____ % en servicios de educación especial _____

Fecha de evaluación de cada tres años

____/____/____

Transportación:
☐ No es necesaria
☐ Transportación Regular
☐ Transportación de Educación Especial
☐ Referir al Comité IEP en el Nivel del Distrito

Fecha en que comenzará el programa: ____/____/____

Colocación Recomendada:
☐ Programa Regular
☐ Programa Regular con Modificaciónes
☐ Servicios y Instrucción Designados ______________ especificar
☐ Programa de Recursos Especializado ______________
☐ Clase Especial de Dia
☐ Otro ______________

SECCION 6

EXTENCION DEL AÑO ESCOLAR?

☐ Sí ☐ No

Notas:

Acción intermedia si es necesario:
____
____
____
____
____

Alternativas para satisfacer los cursos de estudio préscrito por el distrito y/o para satisfacer las normas de progreso. ☐ Sí ☐ No
Sí su repuesta es sí, incluya una hoja separada.

El estudiante seguirá las normas de comportamiento y disciplina del distrito/escuela.
☐ Sí ☐ No
Sí su repuesta es no, dirijase a la página 2 del IEP.

SECCION 7

MIEMBROS DEL COMITE PRESENTES

Los siguientes miémbros del comite del programa educacional individual estuvierón presentes y afirmarón que los procedimientos apropiados han sido seguidos con respecto a la evaluación, procedimiento debido, programa instruccional y programa de colocación o destitución de acuerdo con clausulas administrativas del Código numero 5 de California y Código Educacional de California (miémbros que no esten de acuerdo o que no se conformen con la identificación del programa educacional deberan adjuntar un informe de desacuerdo con las razones y las recomendaciones alternativas).

Nombre y Titulo Administrador/Nombrado
Maestro(a) actual
Padre(s)

(1) ______________________________ (5) ______________________________
(2) ______________________________ (6) ______________________________
(3) ______________________________ (7) ______________________________
(4) ______________________________ (8) ______________________________

SECCION 8

CONSENTIMIENTO DEL PADRE INDICADA:

Participantes:
☐ Padre ☐ Alumno
☐ Madre ☐ Substituto?
☐ Guardián ☐ Representante

- Yo he recibido una copie y se me han explicado mis derechos como padre.
- Yo doy mi consentimiento para que mi hijo(a) participe en el programa de Educación Especial y/o servicios relacionados recomendados y entiendo que yo puedo retirar mi consentimiento a cualquier hora después de haber consultado con un miémbro del comite del Programa de Educación Individual y después de haber sometido un aviso escrito a un administrador.
- Yo consiento a todo los componentes del Programa de Educación Individual, con la excepción de cualquiera nombrado (incluyado). Yo entiendo que esos componentes a los cuales consiento pueden ser instrumento para no tardar en proveer la instrucción y servicios para mi hijo(a).

Firma de Padres: ______________________________ Fecha ____/____/____

WHITE—Special Education Teacher / GREEN—Parent / YELLOW—Special Education Office / PINK—Regular Education Teacher / GOLDENROD- School

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 2)

Nombre del Alumno ______________________ Fecha de Nacimiento ____/____/____ Fecha de la Junta del Comité IEP ____/____/____

NIVELES DE DESEMPEÑO EDUCACIÓNAL

Lectura (Reconocimiento/Comprensión)

Matemática (Razonamiento/Calculacion)

Expreción Escrita

Comunicación (Expresion/Comprensión)

Profesional/Pre-Vocacional

Salud

Otro

DETERMINACIÓN/ANÁLISIS DE ELEGIBILIDAD PARA COLOCACIÓN Y CONTINUACIÓN EN EL PROGRAMA

Reune la criteria de elegibilidad y necesita más ayuda academica que lo que provee una clase regular con modificaciónes.

Criteria de elegibilidad academica y de comportamiento son apropiados. Necesita más ayuda en comportamiento y más ayuda académica que lo que una clase regular con modificaciónes puede proveer.

EDUCACIÓN FÍSICA ____ Regular ______ Diseñada Especialmente (explique abajo)

SECCIÓN DE COMENTARIOS (Si es alumno de secundaria, adjunte el plán para completar los requisitos de graduación del distrito. Cuando es apropiado incluya: consideraciónes por no hablar Inglés; transición a un programa de clase regular.)

WHITE—Special Education Office / GREEN—Regular Education Teacher / YELLOW—School / PINK—Parent / GOLDENROD—Special Education Teacher

Y S E S R Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

SUPPLEMENTAL COMMENT/INFORMATION SHEET

PUPIL'S NAME ______________________ **DATE** __________

BIRTH DATE ______________________ **SUPPLEMENT TO:** ☐ **IEP**
☐ **Referral**
☐ __________

SUPPLEMENTAL COMMENTS/INFORMATION

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Ed. Teacher / GOLDENROD–School

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

HOJA DE COMENTO/INFORMACION SUPLEMENTARIO

NOMBRE DEL ALUMNO ______________________ **FECHA** __________

FECHA DE NACIMIENTO __________________ **SUPLEMENTO A:**
☐ **IEP**
☐ **Referimiento**
☐ __________

COMENTOS/INFORMACION SUPLEMENTARIO

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Ed. Teacher / GOLDENROD–School

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 3)

GOALS AND OBJECTIVES

upil's Name ______________________ Birthdate ___/___/___ IEP Team Meeting Date ___/___/___

PRIORITIZED LEARNING GOAL: **PROGRAM/SERVICE:**

SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met initial
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met initial

PRIORITIZED LEARNING GOAL: **PROGRAM SERVICE:**

SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met initial
SHORT TERM OBJECTIVE	by ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met initial

Annual Review Date ____________

WHITE–Special Education Teacher / GREEN–Parent / YELLOW–Special Education Office / PINK–Regular Education Teacher / GOLDENROD–School

PROGRAMA EDUCACIONAL INDIVIDUAL/JUNTA DE COMITE

(Página 3)

METAS Y OBJETIVOS

Nombre del Alumno ______________________ **Fecha de Nacimiento** ___/___/___ **Fecha de la Junta del Comité IEP** ___/___/___

META DE ESTUDIO PRIORIZADA:

PROGRAMA/SERVICIO:

OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: ____ Cumplido ____ No Cumplido
OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: ____ Cumplido ____ No Cumplido

META DE ESTUDIO PRIORIZADA:

PROGRAMA/SERVICIO

OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: ____ Cumplido ____ No Cumplido
OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: ____ Cumplido ____ No Cumplido

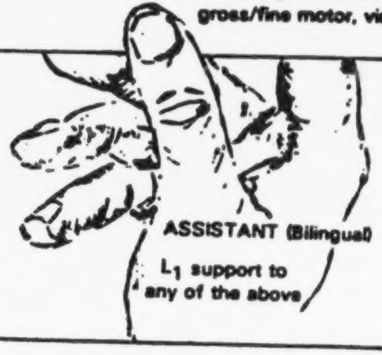
META DE ESTUDIO PRIORIZADA:

PROGRAMA/SERVICIO

OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: ____ Cumplido ____ No Cumplido
OBJETIVO DE CORTE TIEMPO	Para ___/___/___ el alumno va a: Medido por: _______ examen, usando _______ observación de _______ (otro)	Progreso desde ___/___/___ Objetivo: : ____ Cumplido ____ No Cumplido

WHITE—Special Education Office / GREEN—Regular Education Teacher / YELLOW—School / PINK—Parent / GOLDENROD—Special Education Teacher

BILINGUAL SUPPORT MODEL



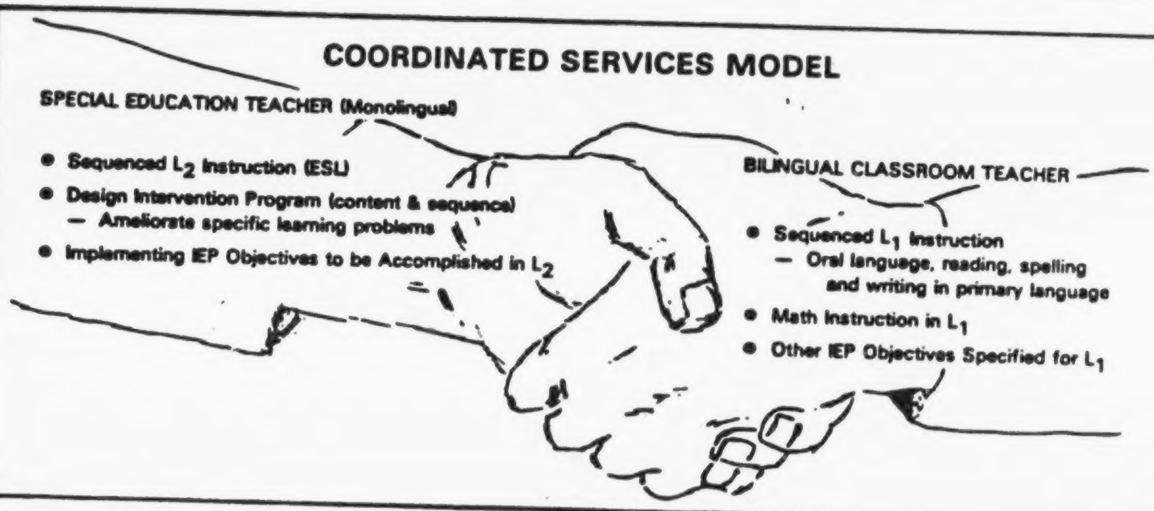
SPECIAL EDUCATION TEACHER (Monolingual)

- Sequenced L_2 Instruction (ESL)
  - — Oral language (receptive, expressive)
  - — Reading (word attack, comprehension)
  - — Spelling/writing (based on oral language)
- Math Instruction in L_2
  - — Based on concrete experiences
  - — Building language & cognitive development together
- Other IEP Objectives (self-help, vocational, gross/fine motor, visual/auditory perception)

ASSISTANT (Bilingual)

L_1 support to any of the above

COORDINATED SERVICES MODEL



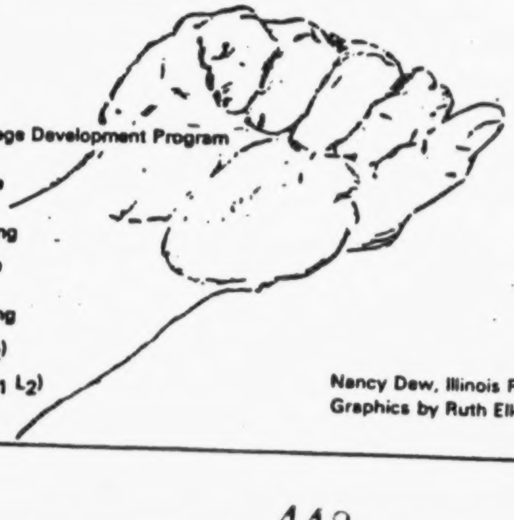
SPECIAL EDUCATION TEACHER (Monolingual)

- Sequenced L_2 Instruction (ESL)
- Design Intervention Program (content & sequence)
  - — Ameliorate specific learning problems
- Implementing IEP Objectives to be Accomplished in L_2

BILINGUAL CLASSROOM TEACHER

- Sequenced L_1 Instruction
  - — Oral language, reading, spelling and writing in primary language
- Math Instruction in L_1
- Other IEP Objectives Specified for L_1

INTEGRATED BILINGUAL SPECIAL EDUCATION MODEL



BILINGUAL SPECIAL EDUCATION TEACHER

- Comprehensive Language Development Program

L_1 — Oral Language, Reading, Spelling/Writing

L_2 — Oral Language, Reading, Spelling/Writing

- Math Instruction (L_1 L_2)
- Other IEP Objectives (L_1 L_2)

Nancy Dew, Illinois Resource Center, 1982.
Graphics by Ruth Ellen Finn.

Bilingual Special Ed Programs

Acoma Early Intervention Project

- *Ages/Grade Levels:* Birth to five years
- *Handicapping Conditions:* Down's syndrome, cerebral palsy, Lowe's syndrome, hydrocephaly, and fetal alcohol syndrome
- *Languages:* English and Keres (Acoma)
- *Contact:*
  Associate Director of Education
  P.O. Box 307
  Pueblo, New Mexico 87034

Bilingual (Portuguese) Special Education Program

- *Ages/Grade Levels:* Grades K-12
- *Handicapping Conditions:* Not specified
- *Languages:* English and Portuguese
- *Contact:*
  School Psychologist—Chairperson
  Bureau of Pupil Services
  Lowell Street School
  25 Lowell Street
  Cambridge, Massachusetts 02138

Bilingual Programs for Physically Handicapped Children

- *Ages/Grade Levels:* Grades 1-6 and junior high
- *Handicapping Conditions:* Language handicapped, physically handicapped
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Sanua, 1975)

Responsive Environment Program for Spanish American Children (REPSAC)

- *Ages/Grade Levels:* Three-, four-, and five-year-olds
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Clovis Municipal Schools
  800 Pile Street
  Clovis, New Mexico 88101
  (Askins, 1977)

Comprehensive Hearing Impaired Reception Program (CHIRP)

- *Ages/Grade Levels:* Grade 7-12
- *Handicapping Conditions:* Hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Oxman, 1975)

Improving Bilingual Instruction and Services in Special Schools

- *Ages/Grade Levels:* Grades 3-12
- *Handicapping Conditions:* Emotionally disturbed, mentally retarded, language and hearing impaired
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Lesser, 1975)

Early On

- *Ages/Grade Levels:* Birth to nine years of age
- *Handicapping Conditions:* Severely and multiply handicapped
- *Languages:* English and Spanish
- *Contact:*
  Project Director
  Special Education Department
  San Diego State University
  San Diego, California 92110
  (McClard et al., 1978)

Minority Trainees on Speech Satellite Teams

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* Speech and hearing disorders
- *Languages:* English and Spanish
- *Contact:*
  California State University
  Fresno, California 93710

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children

- *Ages/Grade Levels:* Four- and five-year-olds
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Southwest Educational
  Development Laboratory
  211 E. 7th Street
  Austin, Texas 78701
  (Evans, 1974)

Project Family Link

- *Ages/Grade Levels:* Preschool, from birth to four years of age
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Project Coordinator
  Special Projects Division
  Texas Tech University
  P.O. Box 4170
  Lubbock, Texas 79409

Itinerant Bilingual Services Program for Title I Eligible CRMD Children

- *Ages/Grade Levels:* Grades 1-12
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Muller, 1975)

Bilingual Special Education Career Orientation Program

- *Ages/Grade Levels:* High school
- *Handicapping Conditions:* All
- *Languages:* English, Spanish, Portuguese, Haitian
- *Contact:*
  Program Development Specialist
  26 Court Street
  Boston, Massachusetts 02108

Early On

- *Ages/Grade Levels:* Birth to nine years of age
- *Handicapping Conditions:* Severely and multiply handicapped
- *Languages:* English and Spanish
- *Contact:*
  Project Director
  Special Education Department
  San Diego State University
  San Diego, California 92110
  (McClard et al., 1978)

Minority Trainees on Speech Satellite Teams

- *Ages/Grade Levels:* Preschool
- *Handicapping Conditions:* Speech and hearing disorders
- *Languages:* English and Spanish
- *Contact:*
  California State University
  Fresno, California 93710

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children

- *Ages/Grade Levels:* Four- and five-year-olds
- *Handicapping Conditions:* Not specified
- *Languages:* English and Spanish
- *Contact:*
  Southwest Educational
  Development Laboratory
  211 E. 7th Street
  Austin, Texas 78701
  (Evans, 1974)

Project Family Link

- *Ages/Grade Levels:* Preschool, from birth to four years of age
- *Handicapping Conditions:* All
- *Languages:* English and Spanish
- *Contact:*
  Project Coordinator
  Special Projects Division
  Texas Tech University
  P.O. Box 4170
  Lubbock, Texas 79409

Itinerant Bilingual Services Program for Title I Eligible CRMD Children

- *Ages/Grade Levels:* Grades 1-12
- *Handicapping Conditions:* Mentally retarded
- *Languages:* English and Spanish
- *Contact:*
  Office of Educational Evaluation
  New York City Board of Education
  66 Court Street
  Brooklyn, New York 11201
  (Muller, 1975)

Bilingual Special Education Career Orientation Program

- *Ages/Grade Levels:* High school
- *Handicapping Conditions:* All
- *Languages:* English, Spanish, Portuguese, Haitian
- *Contact:*
  Program Development Specialist
  26 Court Street
  Boston, Massachusetts 02108

Resources

National Agencies

The following agencies are active in disseminating information regarding current legal requirements and programmatic solutions for bilingual exceptional students.

1. The Council for Exceptional Children
   1920 Association Drive
   Reston, VA 22091
   (703) 620-3660

   Contact: Special Assistant to the Executive Director for Minority Concerns and Development

   Special Services: fact sheets, policy options papers, other special publications, and training institutes

2. National Association for Bilingual Education
   Room 405
   1201 Sixteenth Street, N.W.
   Washington, DC 20036
   (202) 822-7870

   Contact: Special Education Special Interest Group (SIG) Chairperson

3. National Clearinghouse for Bilingual Education
   1300 Wilson Boulevard
   Suite B2-11
   Rosslyn, VA 22209
   (800) 336-4560

   Contact: Resource Specialist for Bilingual Special Education

   Special Services: Specialized resource bibliography, computerized information searches

4. ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

Special Services: Information services, searches, special publications regarding exceptional bilingual students

5. National Association of State Directors of Special Education (NASDSE)
1201 Sixteenth Street, N.W.
Washington, DC 20036
(202) 833-4218

Special Services: Specialnet communication/information network

6. U.S. Department of Education
Division of Equity Training and Technical Assistance
400 Maryland Avenue, S.W.
Washington, DC 20202-6264
(202) 245-8484

7. Clearinghouse on the Handicapped
Office of Special Education and Rehabilitation Services
U.S. Dept. of Education
330 C Street, S.W., Room 3106
Washington, DC 20202
(202) 245-0080

Special Services: Information services

8. Closer Look — National Information Center for the Handicapped
Box 1492
Washington, DC 20013
(202) 833-4160

Special Services: Information services

State Agencies

At the state level, districts should locate and contact:

1) Director, Department of Special Education Services
State Department of Education

2) Director, Bilingual Education Services
State Department of Education

3) Bilingual Special Education Training Programs
College of Education, Special Education Department at local colleges and universities

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Charrow, Veda, and Wilbur, Ronsie B. *The Deaf Child as a Linguistic Minority.* Arlington, Virginia: Center for Applied Linguistics, 1975. ED 116 396.

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Diana v. *California State Board of Education,* No. C-70 37 RFP, District Court of Northern California (February 1970).

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Thursday, April 24

2:00-3:00 pm

Presentors: Gerald Wright
Northwest Missouri State University
Maryville, MO 64468

David Bauman, Ed.D.
Northwest Missouri State University
Maryville, MO 64468

Dan Stevens
Nazlini Boarding School
Ganado, AZ 86505

Title: THE NO NAME NETWORK

In the early 80's, the state of Missouri suffered a severe financial crisis. Some state agencies suffered mid-year budget cuts of up to 10% of their total annual operating budgets. These budget cuts caused agencies to stop and consider which of their services could be reduced or eliminated. Most agencies tried to retain full or reduced services to their more severely impaired clients. This decision caused many clients with mild to moderate handicaps to lose all or most of the services they had been receiving.

Agencies also looked at the range of services they offered in an attempt to see if some clients should or could be served by other agencies. Some clients were told they would have to obtain needed services from another agency. Receiving agencies then told the clients that their agency could not help them. The result was that clients were caught in a crossfire between two warring agencies which resulted in a denial of much needed services.

Fortunately service providers in the field recognized what was happening to the people who were losing services. The local service providers sought desperately to provide tentative, makeshift services. This occurred all over the state of Missouri. The presentation focuses on just one of those networks and how it functions.

Quite simply, the "No Name Network" came into being and continues to function through a system of friendships and overlapping membership on boards and organizations. This particular network is centered in Northwest Missouri State University (NWMSU). Chief service providers are students at the university who are able to meet some class requirements by doing volunteer work with the handicapped. Campus organizations are able to meet philanthropical requirements by providing services to the handicapped.

Another group of students that have been instrumental to the process have been special education majors completing practicum and student teaching assignments in public schools and other agencies. These students provided services not just in northwest Missouri but to a limited extent also provided services in the states of Iowa, Nebraska, and Kansas. In general, the further the agency is from the campus at NWMSU, the more sporadic and less intensive the service.

Last but not least is the consultant services provided by faculty members at NWMSU. Faculty members also provide independent evaluations for parents and school districts. A variety of NWMSU faculty members provide in service to local schools and in most cases are designated as disseminators of workshops, etc. sponsored by the Department of Elementary and Secondary Education (DESE).

The service area for NWMSU is located in the northwest and north central part of Missouri and is comprised of the following counties: Andrew, Atchison, Buchanan, Caldwell, Carroll, Clay, Clinton, Daviess, and Worth. The region is bounded on the north by the state of Iowa, while the counties of Platte, Clay, Ray, and Carroll are the southernmost within the region. The eastern boundary includes the counties of Mercer, Grundy, Livingston, and Carroll. The western boundary is the Missouri River which separates Missouri from Kansas and Nebraska. The region is approximately 200 miles by 110 miles at its greatest extremities.

According to the 1982 census, the total population for the region, 246,353 people, represents 4.1% of the population of Missouri. The regional population is 1.3% less than it was in 1970. This figures to an average population density of 32 people per square mile. By 1990 it is expected that 9.1% decline in population will occur although there are a number of growth centers within the region. The population within the region is not evenly distributed as Buchanan county contains nearly half of the regional population with 87,000 while Worth county has the smallest population with 3,008 people.

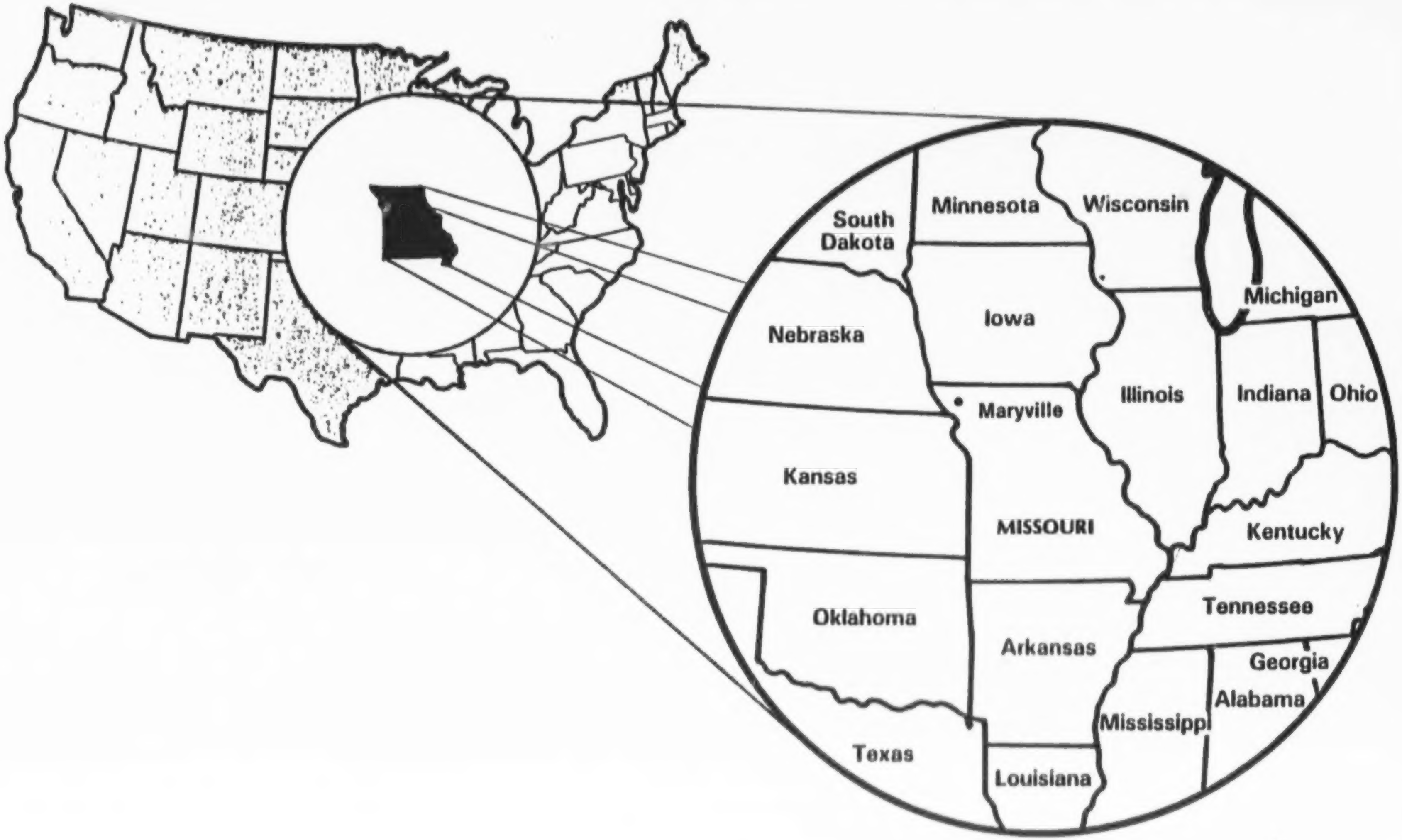
The economic picture for the region shows that 12.9% of the people are below the poverty level. This is somewhat higher than the rate for Missouri which is 11.4%.

The region can best be characterized as rural with an agricultural emphasis. The current crisis in agriculture is accelerating the demise of the family farm. As the number of family farms diminish there is a migration of farm families to regional population centers as well as to the sunbelt.

The region has a number of excellent highways yet many sections have inadequate roads. There is virtually no existing railroad system.

The economic picture is not likely to change drastically because of the relatively high rates of unemployment, the population reduction, the relatively higher proportions of older people, fewer families to produce offsprings, and the general agricultural emphasis of the area. New industry is not likely to flood the region in view of the limited work force, the relatively limited highways for shipping and the relatively long distances to major metropolitan areas. Couple the decline in regional potential with the financial decline of the state in general and you see a reduction in services and a frantic interagency competition for the limited resources that are available.

In conclusion we feel that the system utilized in Northwest Missouri could be duplicated by other interested parties anywhere. The system requires good faith by the various agency representatives and a desire to provide services for needs that are being met. A university makes an excellent focal point for a network but other agencies should be equally effective if agency personnel are able to bring creativity and imagination to the task.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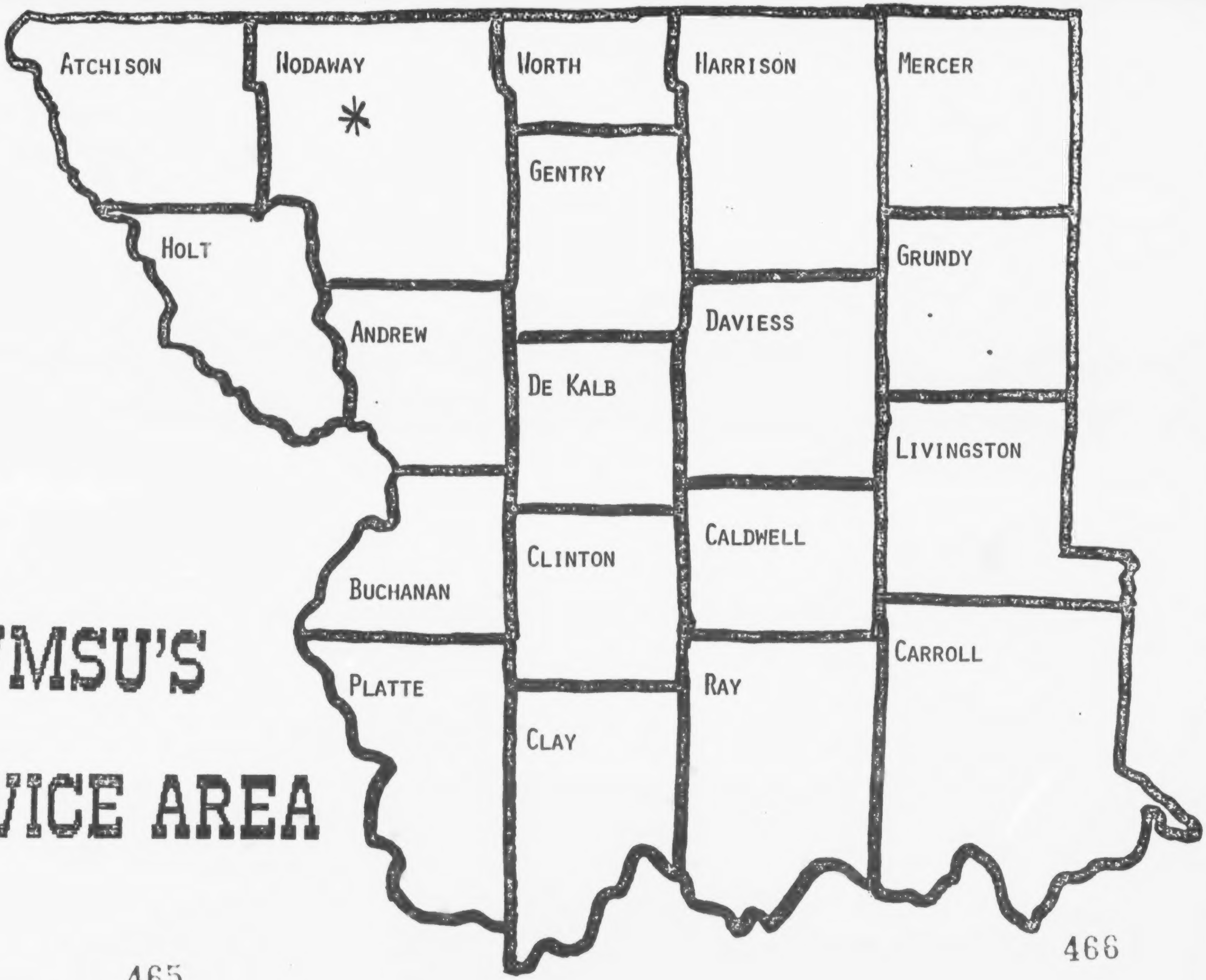
NWMSU'S SERVICE AREA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CALDWELL
CLINTON
BUCHANAN
CARROLL
PLATTE
RAY
CLAY

Thursday, April 24

2:00-3:00 pm

JoAnne Davis
Blackwell Public Schools
932 S. First
Blackwell, OK 74631

CARL PERKINS ACT AIDS TRANSITION TO VOCATIONAL TRAINING PROGRAMS

Blackwell High School is located in Kay County, Oklahoma. The area vocational technical high school is located in Ponca City 20 miles away. It services 10 high schools. Thirty five percent of the students are from schools designated as rural schools. Although Blackwell has a total student body of 1643, with a vo tech attendance of 41, this model could easily be adopted by a consortium of small schools. It has been a matter of concern to Blackwell educators that some of our students have difficulty passing vocational classes because of an inability to read tests and manuals or apply basic math concepts to real problems into the classroom. Although they receive special help in math and reading in the home high school, there appears to be little carry over in the vocational classes.

The Carl Perkins Act has provided funding to develop a support system for disadvantaged and handicapped students in vocational programs. Our program has been implemented by a part time prescriptive teacher and a part time aid. The objectives for the program which was implemented in September, 1985 are the following:

a) To function as a liason between Blackwell High School and Pioneer Area VoTech School administrators, counselors and teachers.

b) To assist students by reinforcing skills being taught in vocational classes and provide alternative methods of testing.

c) To provide vocational assessment, preference testing and career counseling.

d) To provide pre-vocational training in Blackwell High School for 9th and 10th grade students and vocational education orientation for 8th grade students.

e) To provide assistance in making transition to post school employment.

ACTIVITIES

The teacher travels to the vo tech high school three mornings a week to provide direct services to the students in the vocational classes. Activities include tutoring, supervision of skill development and testing.

The aide provides tutoring in the home high school to disadvantaged and handicapped students in vocational programs. She also assists the teacher in all other activities of the program.

Acting as a liason between the schools, the teacher provides information about students' abilities and progress to the administrators, counselors, and teachers in both schools.

She is developing a vocational assessment system starting at the eighth grade level which is designed to help students make appropriate career choices and select proper vocational training.

Pre vocational training is designed to provide ninth and tenth grade students with prerequisite skills which will enhance their success in vocational training as upperclassmen. The students learn interviewing techniques, appropriate social behaviors, and gain job experience in the school setting. Math and English curriculum is adapted to include vocational vocabulary and emphasizes math operations which are necessary in real problem solving.

An interagency network system is providing assistance to students to gain post school employment. The teacher and aid are monitoring the system.

EVALUATION

Data is being collected which indicates the students are feeling more successful in their vocational classes and are developing more positive attitudes toward vocational training. Information from administrators and teachers verifies the data.

This presentation will describe the program and how it can be used in smaller districts through consortiums or cooperatives. Handouts of the model will be used. Information on funding through the Carl Perkins Act will be included.

Jo Anne Davis
Blackwell, Oklahoma

Thursday, April 24, 1986
2:00 - 3:00 PM

Presentor: JoAnne Davis
Director of Special Education
Blackwell Public Schools
Blackwell, OK 74631

TITLE: CARL PERKINS ACT AIDS TRANSITION TO VOCATIONAL PROGRAMS

Steps for building a career education program are outlined in this paper. A career preparation class for ninth and tenth grade students is described. The objectives the Carl Perkins act are defined. This paper describes activities which are living implemented to achieve these objectives. A suggested model for adapting this program to the rural setting is provided.

Ten years after the passage of P.L. 94-142 educators are still skeptical of the effectiveness of secondary special education curriculum and programming. Traditional secondary curriculum is content oriented. In most vocational programs at least seventh grade reading level is needed to comprehend the manuals. The academic achievement gap has widened between most students and special education students. For most handicapped students, it has became a chasm. For those whose reading levels have plateaued at the fourth or fifth grade level, success in regular classes has become even more difficult than it was in elementary school.

EDUCATORS' CONCERNS

Many students are experiencing difficulty in passing vocational courses because they can't read the manual. Work samples may be satisfactory but they are not the only criteria for successful completion of the courses. Each vocational course requires the use and understanding of a vocabulary that is unfamiliar to students with learning problems. Frequent use of decimals and fractions in assignments made in vocational classes represent an insurmountable obstacle for students who can't solve written problems at the third grade level. Few handicapped students master long division readily and many have difficulty with simple measurements.

Special educators have expressed disappointment in the lack of success handicapped students have experienced in vocational programs generally and in vocational technical schools specifically. Blackwell special educators were among those who experienced this disappointment. For years complaints were expressed that the vocational school did not have a learning lab or aides to help handicapped students with skill practice.

An occupation orientation class was offered to sophomore special education students at the vocational school. The program was designed to acquaint students with the courses they would most likely be able to complete successfully as eleventh and twelfth graders. Realistically, few students moved from this class to others with success. Some remained in the class for two or three years. Orientation was provided in four areas which had little appeal to female students.

Although it was agreed vocational educators should be commended for their zealous effort to avoid sex discrimination, it was the consensus of the Blackwell special educators that more varied program offerings would improve the enrollment. Girls were not encouraged to enroll in the occupation orientation class.

The vocational teachers received very little information about the students' levels of functioning.

Typically, their only contact with the special education instructor was at the IEP meeting. Often they couldn't attend those. Vocational assessment was non-existent. Career counseling was sketchy. Academic achievement scores and psychological testing were the only information available.

A matter of concern for both vocational and special educators was the lack of follow through services for low achieving students after graduation. Both groups felt these students wouldn't make it in the world of work without some support. A survey of ten former Blackwell students revealed only thirty percent were able to become employed on a somewhat regular basis. Fifty percent expressed a need for help in finding and retaining a job.

Students and educators had found JTPA (CETA) services to be inconsistent. The frequent turnover in counselors and a lack of funds modified the effectiveness of the program in providing continuous support for eligible clients. Although a vocational rehabilitation counselor was assigned to the area, few recent graduates were approved for services.

Blackwell Schools did not provide any follow through services past high school. Students were contacted when JTPA funds became available. Otherwise, they were awarded the same diploma as the honor students, the superintendent shook their hand, and the special educators said goodbye.

Interventions

Special educators throughout the nation have struggled with the dilemma of developing a secondary curriculum that gives handicapped students the opportunity to develop their skills to their fullest potential and to be productive citizens in the community. The Blackwell scenario is duplicated in school districts throughout the country. Distance between the schools, poor communications between the two faculties, limited supportive services in the vocational school, low academic skills of special students who have had little preparation for the vocational programs they enter, and no planned follow through services, are all factors which contribute to the dilemma. Additionally, the students' poor social perception and lack of daily living skills complicate their adjustment in vocational classes.

Special educators have concluded that the answer to the secondary curriculum issue for handicapped students is career education. The United States Office of Education defines career education as "the totality of experiences through which one learns about and prepares to engage in work as a part of his or her way of living." Several educators would expand this definition a step farther and include personal social skills and daily living skills (Brolin and Kokaska, 1979; Clark, 1979).

Diane Wimmer (1981) has suggested as students get older the school curriculum must be directed toward preparing the students with skills that are needed to achieve their future goals. She would add instruction and training in relationships and leisure activities to the vocational, daily living skills, and personal social skills. She sees the typical high school curriculum as inconducive to meeting the needs of handicapped students.

Wimmer endorses the Department of Defense Dependent Schools (DoDDS)-N plan, it is described as a functional learning model in which the teachers identify the skills in their curriculum which are functional. Those skills are related to essential tasks that are necessary in daily living in order to get along with others or to get or keep a job. The students' learning objectives are based on learning these skills through the content curriculum.

Others have also suggested models for career education using competency in skills as a framework. The Life Centered Career Education Model is a competency based program (Brolin, 1978). Skills identified as essential for success in adult daily living tasks were identified and categorized under three headings; Occupation Guidance and Preparation, Personal-Social Skills and Daily Living Skills.

A developmental approach to career education has been suggested by Clark (1979). Instruction is centered around four categories which are important to skill development. These are 1) values, attitudes, and habits; 2) human relationships; 3) occupational information; and 4) job acquisition and daily living skills. Specific goals and objectives are not developed in this model.

COMPREHENSIVE CAREER EDUCATION

Although different methods of instruction have been suggested, there appears to be a concensus that a comprehensive career education program should provide training in the following areas:

a) Vocational skills
b) Personal social skills
c) Daily living skills
d) Human relationships

The forerunner to career education programs are the work study, or work experience programs (Sitlington, 1981). The work study plans were started as early as the 1920s and have been a component of secondary special education programs since that time. They were designed to place students in a real world work experience with supervision and support being provided by special educators.

Intervention Strategies at Blackwell High School

Blackwell special educators recognized the need for a career preparation program. A program was designed for ninth grade students which included 1) prevocational training, 2) personal social and daily living skills training, and 3) an opportunity to experience real work activities. The goal was to help students develop basic skills which would help them find employment during the teenage years. (King and Davis 1983).

Units of instruction the first year included: How to Get a Job; Child Care; Household Maintenance; and Yard and Garden Maintenance. On campus jobs were identified so students could interview and work at the jobs during class time under the instructor's supervision. Regular classroom teachers, custodians, secretaries, and administrators acted as employers and evaluated the students' performance of real job tasks assigned to them. The job tasks in the Child Care unit included working with children in a day care center. Some students were employed following this unit and others were employed as a result of their experience in the Household Maintenance unit.

Vocational assessment was an on going process during the course. Information from the informal assessment was used to plan extended activities to reinforce or develop skills further. Career counseling, which included career awareness and the development of social skills needed for specific jobs, was integrated into the curriculum. Training was provided to help students develop appropriate work attitudes and behaviors.

The program closely paralleled the first three components of the work experience model proposed by Thompson and Wimmer (1976), as described by Sitlington (1981). The work experience model is composed of five components. They are 1) prevocational experience; 2) job analysis; 3) in-school work experiences; 4) community placement; and 5) after graduation placement and follow up. The students showed an increased interest in vocational programs and the result was an increase in enrollment in the vocational technical high school.

In addition to the career preparation class special educators increased their efforts to provide more support for the handicapped students by communicating more frequently with the vocational teachers. They also visited the vocational high school. Efforts were renewed to build a networking system with JTPA and Vocational Rehabilitation agencies so that follow through services could be established during and after high school. JTPA services could make it possible to implement the fourth component of the work experience model, community placement. Vocational

Rehabilitation services could aid the transition of qualified students to the world of work.

Although the career preparation class had stimulated interest in vocational training, the special education team felt this was only an indication of what could be done to improve career awareness and skill acquisition for these students. It was felt that a comprehensive career education program was indicated. Information from former students could provide valuable input for the planning team.

Former Students Survey

A survey was conducted to discover the employment status of former students and to determine if those individuals wanted or needed help in finding jobs after graduation. Attitudes toward vocational programs were also assessed.

The survey revealed seven of the ten former special education students had attended vocational high school. Six of the seven students indicated they enjoyed vocational training and learned useful skills. Only three students had been regularly employed. Fourteen different jobs had been held by the ten students. Fifty percent of the respondents indicated they needed and wanted help in job acquisition after high school.

Based on the analysis of the factors which appeared to be blocking the successful transition of mildly handicapped students from special education classes to vocational classes to the world of work, the five following concerns were identified:

1. The distance between schools resulted in poor communication between service providers.

2. No supportive services were provided for slow students.

3. A lack of understanding of the functioning levels of students resulted in unrealistic expectations for the handicapped.

4. Students were not prepared for vocational programming, which made successful placement in some programs impossible.

5. Follow through services after graduation were not provided.

Clearly, a systematic plan for career preparation was needed.

Implementation of a Career Education Program

Although vocational educators made adjustments to accommodate handicapped students, the responsibility to develop a comprehensive program had to be assumed by the home school district. Vocational awareness and assessment needs to begin at an early age, long before students are eligible for vocational high school. (Sitlington, 1981). The result of the career preparation class had demonstrated that students were receptive to vocational training at an earlier age and that calculation skills and vocabulary could be taught in content subject areas and would help prepare students for the academic portion of vocational classes.

Because most of the identified concerns involved the ability levels of students, it seemed that special educators should also take the initiative in implementing a career education program that would aid the transition from special eduction to vocational programs for the following reasons. The special education teachers:

a) know the students personally

b) are trained to evaluate and report functional levels.

c) possess expertise in developing individual plans and assessments.

d) are trained to adapt curriculum, develop objectives and teach to them.

Additionally, special educators are child advocates and emphasize the development of the whole child as well as their academic achievement.

Even though special educators may be seen as possessing the primary responsibility for initiating career education programs, they seldom have a background in vocational education. Many vocational units they teach prepare students for jobs they will never fill (Land, 1984). The planning and development of appropriate vocational programs for handicappped students must include input from vocational educators.

Informal skill assessment should be designed to assess skills needed for specific courses. Vocabulary and math skills should be identified and units developed to prepare students for specific vocational training. Personal social skills needed in particular vocational areas should be identified and taught to students who exhibit an aptitude in those fields. To develop specific appropriate activities for a comprehensive career education program, vocational and special educators must work as a team.

Needs had been identified and strategies planned. It was concluded that a liason person was needed to work in the vocational school and the home high school. This person should be trained in testing, developing individual programs, have an understanding of vocational programming, and possess good communication skills. Such a position was impossible to fill from the existing financial structure of the school district.

Carl Perkins Act

The Carl Perkins Vocational Education Act, PL 98-524, became effective in July, 1985. The act is intended to make vocational education programs accessible to all persons, including the handicapped. The funds are to be used for the excess costs of providing vocational education to disadvantaged and handicapped individuals. School districts are awarded entitlements which are determined by a formula based on the number of students enrolled in vocational programs in each district. Each LEA must match the entitlements with local funds. They must maintain records to prove the total expenditures of the program reflect the excess cost of providing the vocational services to qualified students.

Assurances

In addition to the excess cost requirements superintendents must agree to other assurances. They include:

a) A proportionate amount of the funds will be used for Limited English Proficiency students.

b) Equal access to programs will be provided.

c) Vocational orientation will be provided to students and parents prior to ninth grade enrollment.

d) Funds will be used to meet the identified special needs of students. These services may include the adaption of curriculum, instruction, equipment, and facilities.

e) assessment of the interests, abilities, and specific needs of students with respect to completing vocational education programs will be implemented.

f) Guidance, counseling, and career development activities will be conducted by professional trained counselors. These services will be designed to faciliate the transition from school to post-school employment and career opportunities.

Clyde Matthews, State Supervisor of Special Programs for the Oklahoma State Department of Vocational and Technical Education has provided suggestions for developing a system to assess the interests, abilities, and special needs of students. Also listed below are examples of special services that may be offered. School districts may join other districts in a cooperative agreement to provide these special services, counseling or assessment activities.

> Interest: This requirement may be met by using the Microcomputer Interest Inventory which is a section of the VIEW program, or other interest tests to assess interests.
>
> Ability: The standard achievement tests or records of performance on standard achievement tests may be used to determine math and reading abilities. This, in conjunction with observation of "hands-on" activities in the shop or laboratory, can be used to determine vocational abilities to successfully complete the vocational program.
>
> Special needs may be determined from the achievement tests, interest tests, and observation of "hands-on" activities. For those students who need work experience and/or economic assistance, the economic level of the family should be considered. The Work-Study program may be used to meet the economic need.
>
> These activities should take place before the total special needs are determined. The assessment requirement pertains to the vocational program in which the student has enrolled, and it applies to both disadvantaged and handicapped students (Matthews, 1985, p.2).

Special services

The Carl Perkins Act states "Each local education agency shall provide special services including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established in this act."

> Special services may include individualized instruction as in a learning laboratory, remedial material, the use of aides, computer-based instruction, and media including electronic media, for both disadvantaged and handicapped students. Special services may also include economic assistance for poverty-level students through work-study, cooperative education, or work experience (Matthews, 1985, p.2).

Definitions

Handicapped as defined by P.L. 94-142 is accepted for the purposes of the Carl Perkins Act.

Disadvantaged is described as academically disadvantaged. Following are the criteria for qualification under this category. A student who:

1. Scores below the 25th percentile on a standardized achievement or aptitude test.
2. Whose grades are below 2.0 on a 4.0 scale or fails to attain minimal academic competence.
3. Is a dropout or identified as a potential dropout.
4. Is in need of special services and assistance in order to enable the individual to succeed in vocational programs.

Implementation of the Program

Blackwell schools implemented a support system in the fall of 1985 for handicapped and disadvantaged students with the use of funds allocated by the Carl Perkins Act. In a student population of 456 students, 9-12 grades, 76 qualified for services. 16 handicapped students were enrolled in vocational programs. 60 students qualified for services under the academically disadvantaged criteria. 39 students received supportive services on a regular basis during the first semester of the program.

The program was designed to address the situations which were perceived to be blocking the success of low achieving students' in vocational programs. A part time special education teacher and a half time aide provided direct services to students. The objectives for the program are the following:

a) To function as a liason between Blackwell High School and Pioneer Area Vocational School teachers, counselors and administrators.

b) To assist students by reinforcing skills being taught in vocational classes and provide alternative methods of testing.

c) To provide vocational assessment, preference testing and career counseling.

d) To provide pre-vocational training in Blackwell High School for 9th and 10th grade students and vocational education orientation for 8th grade students.

e) To provide assistance in making transition to school employment.

ACTIVITIES

1) The teacher travels to the vocational high school three mornings a week to provide direct services to the students in the vocational classes. Activities include tutoring, supervision of skill development and testing.

2) The aide provides tutoring in the home high school to disadvantaged and handicapped students in vocational programs. She also assists the teacher in all other activities of the program.

3) Acting as a liason between the schools, the teacher provides information about students' abilities and progress to the administrators, counselors, and teachers in both schools.

4) Pre vocational training is designed to provide ninth and tenth grade students with training in personal social skills, daily living skills, human relationships and vocational skills. The students learn interviewing techniques, appropriate social behaviors, and gain job experience in the school setting. Math and English curriculum is adapted to include vocational vocabulary and emphasizes math operations which are necessary in real problem solving in vocational classes.

5) Curriculum materials are being developed which will acquaint the students with vocabulary and calculation skills needed for specific vocational classes. These materials will be introduced in the spring after students complete pre-enrollment. They will be used again in the fall, introducing the new skills as they are needed for the vocational class. These packets correlate with each vocational curriculum guide (Evans, 1986).

6) Packets are being developed to provide informal assessment of skills identified as important to successful achievement in specific vocational areas. The results of this informal assessment will be used with results from other instruments to guide the students into appropriate career choices and preparation.

7) An interagency network system is providing assistance to students to gain post school employment. The teacher and aid are monitoring the system.

Evaluation

Data is being collected which indicates the students are feeling more successful in their vocational classes and are developing more positive attitudes toward vocational training. Information from administrators and teachers verifies the data.

Model for Rural Areas

Blackwell, Oklahoma may be considered a rural area using the National Center for Education Statistics definition. The enrollment is below 2,500 students. Although the tax base is low, other factors which may act as deterrents to the implementation of innovative programs are not present. Doris Helge (1981) found inhibiting factors in rural areas regarding compliance to P.L. 94-142 included cultural, geographic, climatic as well as socio economic factors.

These factors could also be blocks to implementing transitional programs for the handicapped. Careful consideration of unique needs of each community must be considered when developing a new program. For small districts who may consider consortiums or cooperative programs to implement transitional programs, cultural differences may become major barriers.

Oklahoma schools that generate less that $1000 are strongly encouraged to form cooperatives. This may be accomplished by joining other small districts or they may coop with a larger district. The Blackwell model could be adapted to either plan.

Because funding provided by this act is limited, part time staff may be utilized to deliver services. Part time aides in each district can save on transportation costs as well as represent subcultures of the districts. The use of insiders to deliver the program can be helpful in gaining community support.

The certified person who fills the liason role is the key to the success of the program. The position can be filled by a certified teacher or counselor. Certification requirements, however, may not be as important as personal qualifications. The person filling this role should possess:

1) Good communication skills

2) Skills in individualizing instruction

3) Skills in developing individualized curriculum materials

4) Assessment skills

5) An understanding of vocational educational

6) An understanding of career education

7) a tolerance for ambiguity

8) Enthusiasm for the project

As manager of a cooperative program, the certified person's duties would include:

1) Train aides in individualized instruction techniques, in methods of working with students with learning problems, and in the administration of assessments.

2) Develop a needs plan for each student based on skill assessment, educational achievement, and teacher observations, which can be followed by the aide in the home school.

3) Develop a plan for career awareness, orientation, and counseling based on the identified needs of each student. This plan would be implemented in the home high schools by counselors, special education or regular teachers assisted by the aides.

4) Consult with teachers in home high schools on vocational educational programs. Provided information on skills needed by students to function successfully in specific courses. Work as a team to develop career preparation activities or classes.

5) Develop individual instructional packets and informal assessment packets for each district. This may be accomplished before school starts in August or one day a week may be set aside for the project. The aides may assist with this activity and/or it could be a work study project or an in-school work experience for younger students. Special education or reading teachers could be included in the development of materials which they would use in their classrooms.

Creative scheduling can provide the best use of the staff's time for the benefit of the students. If each school can afford an aide only two days a week, they could be scheduled the days before tests are usually given at the vocational school. Blackwell's liason teacher is scheduled in blocks of time rather than the traditional hourly schedule. She spends three mornings per week at the vocational school while two mornings are spent in planning.

Representatives from each school should be involved in planning a cooperative program. An advisory council would enhance communication and support for the program in the local communities. The use of local people as aides and/or volunteers to tutor students should increase the feeling of local involvement.

Selection of a coordinator/liason teacher who possesses good communication skills as well as expertise in individualizing education, and an understanding of vocational and career education is imperative to the immediate success of the program.

The council and the teacher should identify local needs, student needs, and write objectives for the program. Activities should be planned to meet the objectives. A program evaluation should be developed. The program should be implemented in phases with the greatest needs being addressed first. A timeline illustrating the phases and projected implementation dates would be an effective communication tool.

Communication and cooperation between general educators and vocational educators, with financing made posible by the Carl D. Perkins Vocational-Educational Act, provides schools an opportunity to develop comprehensive career education programs for handicapped students.

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Hobart and William Smith Colleges' education program is largely based on cross age tutoring; undergraduates preparing to become teachers work in classrooms with small groups of children for three to four hours a week for two years prior to student teaching. They are closely supervised in the field and attend weekly seminars related to their teaching.

2. Sex: The tutoring dyad can be composed of same sex children or children of different sexes. Most studies have not examined whether or not sex influences progress toward tutoring goals; one study reported that same sex dyads had better outcomes (Dahlen, 1973) however Ehly (1975) did not confirm this finding.

3. Special Features: The special features which are of most interest to special educators are those which refer to areas of handicap. Handicapped children are most frequently found in the tutee role with normal children acting as tutors. There are programs, however, in which handicapped children take on the tutor role. Osguthorpe et al (1984) reported using mentally retarded children as tutors for normal children. The retarded children were very successful in teaching their tutees sign language. Handicapped individuals have also been used successfully as tutors for one another (Carlton, et al, 1985; Wacker & Berg, 1984). Furthermore, several studies report low achieving or learning disabled older children acting successfully as tutors to younger children (See Cloward, 1976). This situation is of particular interest because dramatic gains were reported for both tutor and tutee.

4. Reward System: In some cases tutors have been paid for their teaching activities; in most cases the tutor is a volunteer. There are, of course, many rewards other than monetary ones which can be given to tutors. Recognition in the form of teacher praise, certificates, badges, letters of thanks, and gifts such as stickers or small prizes have been used. Probably the more important rewards are intrinsic to the situation itself, namely, the status the tutor acquires, the pleasures of having a close relationship with a younger child, and better knowledge of the subject area.

C. Program Focus

The focus of a tutoring program can be roughly divided into two categories: instructional and social. Under the former, tutors have been used to help improve children's performance in spelling (Ehly & Larsen, 1976), reading (Harrison, Nelson, & Tregaskis, 1972), and arithmetic (Pierce, Stahlbrand, & Armstrong, 1984) to name but a few. Any area of the instructional spectra can lend itself to tutoring.

Social and/or behavioral goals tend to be incidental to instructional goals, however, some programs have been planned specifically to increase positive social behaviors on the part of the tutee. Some of the gains reported have been improved motivation (Mohan, 1972), better attitudes toward school (Yamamoto & Klentschy, 1972), and higher self concept scores (Ross, 1972; Poole, 1971).

PEER TUTORING PROGRAM OPTIONS

PROGRAM COORDINATOR	TUTOR CHARACTERISTICS	TUTEE CHARACTERISTICS	PROGRAM FOCUS	
			INSTRUCTIONAL	SOCIAL/BEHAVIORAL
Administrators	Age	Age	Reading	Attitudes
Special Education	Older than tutee	Older than tutor	Lanugauge Arts	Work habits
Supervisors	Younger than tutee	Younger than tutee		
Teachers	Peer	Peer	Listening Skills	Self concept
Psychologists	Grade	Grade		
Counselors			Grammar	Self esteem
	Kindergarten	Kindergarten		
Teachers	to	to	Arithmetic	Motivation
	College	College	Counting	
Parents			to	Friendship
	Sex	Sex	Algebra	behavior
Housewives				
	Boy	Boy	Writing Skills	Time on task
Senior Citizens	Girl	Girl		
			Spelling	
Community Members	Special Features	Special Features		
			Languages	
	Disability	Disability		
Researchers				
	Sensory	Sensory		
			Science	
	Behavioral	Behavioral		
Students				
	Emotional	Emotional		
			Social Studies	
	Learning	Learning		
Other				
	Mental	Mental		
	Achievement	Achievement		
	High	High		
	Middle	Middle		
	Low	Low		
	Rewards			
	Extrinsic			
	Intrinsic			

III. ADVANTAGES AND DISADVANTAGES OF TUTORING PROGRAMS

There is a large body of anecdotal evidence, backed by research, which supports the use of peer tutoring programs. These studies uniformly report positive gains for tutor and tutee in both academic and social areas; at the very worst they report little or no gain. The chart on the following page summarizes some of the advantages and disadvantages of peer tutoring programs.

With the impressive advantages to both tutor and tutee the question which obviously must be asked is: "Why aren't peer tutoring programs used more widely?" The answer stems from a combination of factors which can be classified under the headings knowledge, practical considerations, and teacher psychology.

According to Jenkins and Jenkins (1981) there are two major reasons why peer tutoring is not being used widely. They suggest first that there may be a lack of knowledge about programs and how to manage them. Secondly, they believe that peer tutoring programs are not perceived as cost effective, especially in terms of teacher time. I would suggest a third factor: psychological resistance toward certain aspects intrinsic to the programs themselves.

Jenkins and Jenkins consider a lack of knowledge as only a partial explanation. They contend that the programs have had sufficient coverage to be available to most teachers, but that teachers hesitate to set up such programs for more practical, cost effective reasons. Teachers are already over burdened; they have to cope with scheduling instruction around specials, collecting milk money, taking attendance, taking bus duty and cafeteria supervision, attending meetings, and keeping records. The amount of planning time which must be invested in a peer tutoring program, if it is anything more than an informal one, is discouraging.

In addition, when the program is one which involves another class (cross age tutoring) these problems are compounded. Simply finding time in which to meet and consult with another teacher can be difficult. This does not begin to account for finding time to release, coordinate, train, and monitor students. The ideal situation is similar to the one which currently exists at Hobart and William Smith Colleges in which students preparing to be teachers can assume many of the practical responsibilities for the cooperating teachers.

Finally, there are considerations which I will call teacher psychology. Unless a teacher is experienced in conducting peer tutoring programs he/she may feel an understandable lack of enthusiasm for, and confidence in, initiating one. Children are being released from classes, children for whom the teacher is still responsible. Whether acting as tutor or tutee, these students are loosing part of their school day. If the child is taken out of an art or music special, the teacher has to contend with his/her feelings of guild for denying that child a pleasant experience. If the child is removed from an instructional period,

ADVANTAGES AND DISADVANTAGES OF PEER TUTORING PROGRAMS*

ADVANTAGES	DISADVANTAGES
Improvement in personal behaviors: Attitudes, work habits, self concept, self esteem, motivation, friendship behaviors, persistence for both tutor and tutee	Unless tutor is trained possible use of negative reinforcement
Improved school performance in instructional subject, improved achievement test scores for both tutor and tutee	Loss of class time
Individualized attention for tutee including benefits of individual pacing, repetition, and curriculum design	Unless goals are specified may be a waste of time
More thorough knowledge of subject area for tutor, provides review and repetition	
Cost-effective: provides individualized instruction without hiring more personnel	Takes time for teachers to initate and manage
Mainstreaming: children learn that being different is okay, gain insight into being handicapped	
Responsibility: tutor feels needed and useful in school, learns to contribute to common good	Teacher may feel threatened by loss of control
Friendship for both tutor and tutee -- children learn to take care of each other	
Helps tutors empathize with teachers, gives them some experience in teaching	

*For a more detailed chart, see Lippit, P. Learning through Cross-age helping: Why and how. In V. Allen (Ed.). Children as Teachers: Theory and Research on Tutoring. New York: Academic Press, 1976. pp. 157-168 another kind of conflict is set up. The teacher is concerned that the child, whether tutor or tutee, may be loosing valuable class time, missing lessons, and being left out of important activities. Finally, if a fifth grader does as good a job in instructing the tutee as the teacher, then the teacher may feel his/her position as an expert is open to question.

The combination of these three factors, knowledge, practical considerations, and psychology, can lead to considerable resistance toward peer tutoring programs. Furthermore, if teachers enter into a program unprepared for difficulties, the program may be discarded when problems arise.

IV. CRUCIAL FACTORS EFFECTING PROGRAM SUCCESS

Having recognized the difficulties in setting up a peer tutoring program, what factors contribute to a program's success? I believe the answer lies in the program coordinator's hands. A list of the program coordinator's tasks can be found on the following page. It is the responsibility of the coordinator to see that all of these are attended to, either directly or by delegation.

The first point to be considered applies primarily to special education personnel. Since the reason for setting up many cross age tutoring programs is a desire to improve the performance of the tutee, many programs are initiated by special education teachers or personnel connected with special children. Special education personnel are in a unique position since they often have two administrative heads to whom they are responsible: their building principal and their district or county special education supervisor. This can lead to confusion and complications. The task of contacting the various administrators who will be involved, and to keep them informed about the program, is the first responsiblity of the program coordinator.

The role of the building administrator can not be over emphasized. While the principal need not be directly involved, his/her support of the program is crucial to its success. It lies within the power of the building administrator to foster and support the program, help with scheduling, allow teachers release time to run the program, and find space in which it can operate. Given a supportive administrator and a knowledgeable coordinator, implementing a peer tutoring program should prove to be an exciting and advantageous experience to all those concerned.

Secondly, the person initiating the program needs to be aware of the kinds of resistance with which program development may be met. He/she needs to be sympathetic to teachers' concerns, and armed with the knowledge and enthusiasm that can address these issues. Many teachers do not have adequate information about peer tutoring programs, have no way to fit their informal attempts into the whole picture, and are hesitant, therefore, to identify their own teaching in this way. There is little wonder then, that they approach the idea with caution. It is important that teachers' informal attempts be acknowledged and used as a basis upon which to build. The first step in initiating a peer tutoring program is to inform teachers about the options available, the flexibility under which the programs can operate, the wide range of choices which can be made, the tremendous advantages these programs can bring to students, and to help them identify their own efforts in the area.

RESPONSIBILITIES OF THE PROGRAM COORDINATOR

--- contact the various administrators involved

--- contact teachers who are interested and willing to be involved

--- choose and specify the goals of the program

--- get permission from parents whose children will be in the program as either tutor or tutee, and keep the parents informed

--- design curricula

--- train the tutors

--- monitor the tutoring situation

--- evaluate the outcomes of the program

--- to report back to administrators, faculty, and parents

Many of the items on the list above have research evidence to support their importance. According to Niedermeyer (1976), it is imperative that program goals be specified, and specified in behavioral terms. Only by criteria such as these can a program be evaluated and said to be ultimately successful or unsuccessful.

Several studies (See Feldman et al, 1976) have demonstrated the importance of training tutors. Tutors who are untrained may give tutees negative reinforcement, punish mistakes, and generally be unrewarding to the tutee. Further, continual monitoring of the program, encouragement to tutors, and praise for their efforts can keep programs running smoothly.

The benefits peer tutoring programs offer to exceptional children are impressive. Perhaps the advantages of these programs have not been emphasized in this paper as fully as they deserve to be but any book on the subject (See the suggested reading list) will more than amply demonstrate the positive gains to be made both academically and socially. Furthermore the programs offer both tutor and tutee experiences that should make mainstreaming easier. The advantages are undisputed and the costs can be kept to a minimum by working with volunteers. Finally, initiating and maintaining a cross age tutoring program can become an exciting venture for both the school and the community involved.

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Pierce, M. McN., Stahlbrand, K., & Armstrong, S.B. Increasing Student Productivity Through Peer Tutoring Programs. Austin, Texas: Pro-Ed, 1984.

Thursday, April 24

2:00-3:00 pm

Beth Franks
Hobart & William Smith Colleges
Geneva, NY 14456

CROSS AGE TUTORING PROGRAMS

I. INTRODUCTION: DESCRIPTION AND DEFINITIONS

Tutoring is one of the oldest and most effective ways of teaching. It is used extensively in such prestigious institutions as Oxford and Cambridge; it is also used widely in rural schools to provide children with individualized instruction.

Both cross age tutoring and peer tutoring refer to situations in which one child is used to instruct another. Here, the operative word is 'used'. There are many informal interactions between children in which one child will teach another how to do something, for instance, jump rope or make paper snowflakes. When a person external to the dyad initiates, directs, and maintains the instructional situation, however, then a cross age or peer tutoring program is in effect. It should be emphasized that using one child to teach another does not exploit either tutor or tutee, in fact, quite the reverse. Impressive positive gains by both tutor and tutee are commonly reported. Furthermore, these gains are not limited to academic areas but extend to social, emotional, and behavioral ones.

The terms cross age tutoring and peer tutoring are often used interchangeably. From an adult perspective most children are considered peers which may account for this. Strictly speaking, the terms do not mean the same thing. Cross age tutoring refers to a situation in which an older child teaches a younger one, while peer tutoring indicates a situation in which one child teaches another of the same age. In the following paper the terms will used interchangeably, unless otherwise noted.

II. RANGE OF PROGRAM OPTIONS

Peer tutoring has many managerial advantages. The programs are flexible and adaptable, can accommodate to a wide range of conditions, and can be used by almost any teaching agency. Programs can range in size from a single teaching dyad to those which operate on a state-wide basis (Pierce, Stahlbrand, & Armstrong, 1984). Programs can exist for very short periods of time, for example a week or two, or can span several years. They can run informally, consisting of a buddy system between two classes for field trips, or can operate in such a way that tutors construct curriculum and carry out their own lesson plans. In fact, given the range of possibilities, it is probable that almost all teachers have at one time or another used peer tutoring to augment their classroom instruction.

Peer tutoring programs are composed of four main ingredients, namely, a program coordinator or supervisor, the tutors used in the program, the children being tutored, and the program focus. This latter category can be subdivided further into an instructional focus, and a social or behavioral one. An overview of some of the available options is presented in the chart on page 4. It should be noted that any combination of options is possible; in fact, one could construct a program by randomly choosing items from each column.

A. The Program Coordinator or Supervisor

Cross age tutoring programs are initiated and maintained by someone outside the tutoring dyad. In educational settings this person is usually a classroom teacher working either by him/herself or with other school personnel, however, programs can be run by parents, housewives, senior citizens, researchers, or students. A further factor to note is that program coordinators may be paid or may volunteer for the position.

Many programs are initiated by educational researchers interested in studying the effect peer tutoring has on pupil performance. Sponsored by a grant from The National Consortium of Universities Preparing Rural Special Educators, a special education course is being offered currently at Hobart and William Smith Colleges on cross age tutoring. As part of the course requirements, undergraduate students are designing, implementing, and evaluating cross age tutoring programs in local schools. In many ways this is an ideal situation. Because of the work done by the undergraduates, local teachers can delegate many of the time consuming aspects of setting up and managing a program. In exchange for time and effort, the students are acquiring knowledge and skills which will serve them in their future profession.

B. Tutor and Tutee Characteristics

There are several ways that tutors and tutees can be described. The following represents a partial list of tutor and tutee characteristics: age and/or grade, sex, special features, achievement level, and reward system.

1. Age: The age relationship of the tutoring dyad has multiple possibilities. Tutor and tutees have ranged in age from preschoolers (Hamblin & Hamblin, 1972) to adults (Ellson et al, 1965). The most common combination is between an older tutor and a younger tutee eg. between a fifth grader and a third grader. Although much tutoring does take place at this level, the ages of both tutor and tutee can extend well beyond the elementary range. Vermont's tutoring program, for instance, uses high school students who take a high school course for credit in which they are trained and supervised in tutoring other students (Pierce, Stahlbrand, & Armstrong, 1984).

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SHERRY FERGUSON
Superintendent

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Chief Deputy

LAWRENCE E. MAZIN, ED.D.
Associate Superintendent

Presentor: Lawrence E. Mazin, Ed.D.
Associate Superintendent
Pinal County
P. O. Box 769
Florence, Arizona 85232

Thursday, April 24

2:00-3:00 pm

Hiring and Firing:
The Comprehensive Personnel System

The **Hiring and Firing** seminar has been developed specifically by and for educational administrators and school boards functioning in rural areas who have difficulty in recruiting and retaining qualified teachers, administrators, and therapy services.

Hiring and Firing is a unique seminar concept covering recruiting, screening, interviewing, selecting, retaining and terminating school personnel.

Hiring and Firing is a fast-paced, dynamic seminar. You'll receive vital and helpful information presented in a unique, stimulating and entertaining way.

The results of attending **Hiring and Firing** will help you to:

A. Hire more capable and productive people.
B. Handle problem personnel quickly, tactfully and effectively.
C. Avoid costly, time-consuming and disruptive litigation.
D. Keep and develop a qualified staff to help you meet the challenge of the 80's.

CONCURRENT SESSIONS
THURSDAY, APRIL 24

3:20 - 4:50 PM

Presentors: Patricia Garrity Parra
398 Wilson Avenue
Ambridge, PA 15003

Deborah Forrest
University of Arizona
Division of Learning and Instruction
Room 711
Tucson, AZ 85717

DEVELOPING UNITS FOR WIDE-RANGE ABILITIES IN THE REGULAR CLASSROOM

Teachers in rural settings are often confronted with the dilemma of planning curriculum for students of varying abilities within the same classroom. They are faced with remediation planning for those students who are unable to maintain the pace of the regular curriculum and daily planning for the mainstream of their students. Yet there remains a third group that is very often overlooked--the gifted. Time constraints often preclude the adequate curricular differentiation demanded by all these groups. Unfortunately, there are usually no resource professionals to provide for the needs of the high and low groups. The purpose of this presentation is to provide a practical method for developing units appropriate for students of varying abilities within a single, regular classroom.

Typically, the regular classroom is designed to fit the learning needs and styles of the average or middle-range student. This leaves the low achiever lost and frustrated. At the same time, the high achiever is bored and unmotivated. Ideally, the classroom should offer opportunities to keep each group interested and learning at an appropriate level, as well as meeting the needs of the mainstream students. With thoughtful planning based on teaching models, this becomes an achievable goal. According to Maker (1982), a teaching-learning model is a structural framework that serves as a guide for developing specific educational activities and environments. In this case, three models will be integrated for the development of classroom activities that can be modified to fit various curricular needs and that can be easily adapted to meet the needs of individual teachers and programs.

The first model to be considered is Bloom's Cognitive Taxonomy. This model is a cognitive one that assumes a hierarchical relationship among its components. In other words, each level depends upon all the levels below it. The Cognitive Taxonomy consists of six levels: knowledge; comprehension; application; analysis; synthesis; and evaluation. Building upon this taxonomy allows for a variety of activities at different levels of ability within a single objective.

A second consideration in planning activities for a wide range of abilities is the affective domain. Williams's Strategies for Thinking and Feeling provide a framework for addressing this concept. Williams suggests that the development of creative thinking and feeling processes should occur in a heterogeneous classroom, so that all children will derive benefits. The Williams model is a morphological model having three dimensions: the curriculum; teaching strategies; and student behaviors. Fluency, flexibility, originality and elaboration are developed, along with the feeling processes of curiousity, risk-taking, complexity, and imagination through traditional curricular material. In addition, Williams proposes 18 teaching strategies, including such things as: provocative questions; creative reading; analogies; and skills of search.

Thirdly, many people feel that all children are talented in some area. It is important that all children feel successful in at least some part of their school curriculum. The Taylor Multiple Talent Approach is based upon this philosophy. The model suggests six talent areas: academic; creative; decision making; planning; forecasting; and communication. This approach provides a new way of looking at students that can faciliate servicing a wide range of abilities when combined with the models discussed previously.

The integration of Bloom's Taxonomy, Williams's Teaching Strategies for Thinking and Feeling and Taylor's Multiple Talent Approach becomes an avenue for accomodating the demands of various ability levels. For example, suppose the lesson objective is to introduce the concept of erosion. The first task facing the teacher is to lay out a plan following the six steps in Bloom's Cognitive Taxonomy. The activities might start with the reading of text material covering the topic and participation in a discussion about the material. The comprehension level could require a summary in writing of the material studied. At the application level, students might brainstorm ways to prevent erosion in their neighborhood. At the analysis stage, students could be asked to think about various aspects of erosion and erosion control in an attempt to see the relationships and the underlying structures. They might be directed to seek information about the ways of dealing with erosion in other countries. During the synthesis stage, students could be divided into groups and asked to devise a plan to control erosion. Finally, in the evaluation stage, the groups could critique the plans they have developed in the synthesis activity. The inclusion of elements from the other two models now becomes a relatively simple task. For example, Taylor's Multiple Talent Approach can be used to enhance the synthesis activity by drawing upon the principles for developing talent in planning. Similarly, Williams's Strategies for Thinking and Feeling can be valuable during the analysis portion of the plan. By responding to provocative questions, pointing out discrepancies, and looking at attributes, students expand their thinking regarding the topic.

As can be seen in this rough sketch of a lesson plan based on the three models, it is possible to plan for wide-range abilities within a group. In this plan, there is literally something for everyone. Although the lower achieving students may spend more time in the lower levels of the activity, there is both an invitation and a probability that they will profit from the higher levels as well. Similarly, high achieving students can rapidly traverse the levels of the lesson and not only learn the basic information, but also work in strength areas and with higher level thinking skills.

The rural classroom often presents difficult, but not insurmountable, problems in serving students with wide-range abilities. Through thoughtful planning and the use of teaching models, it is possible to meet the differentiated needs of all the students.

American Council On Rural Special Education

Conference Presentation
April 22-25, 1986

Presentor: Dean A. Petersen, Coordinator
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Arizona Department of Education
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Title: WORK EXPERIENCE: JOB PREPARATION FOR SPECIAL EDUCATION STUDENTS AN EXEMPLARY PROJECT: SEA AND LEA COOPERATION

Background

The Arizona Department of Education, Special Education Section, has the responsibility of monitoring special education programs in public and private agencies in relationship to federal and state laws and the implementation of relevant regulations. Included in the monitoring process, has been Work Experience and Vocational Education programs serving special education students. Up to this point, there has been no clearly defined guidelines to be utilized in this monitoring nor has the Department been in a position to provide appropriate technical assistance to districts requesting such support. As a result of these factors, Work Experience and Vocational programs for special education students have not received the attention and support they need. Specific areas of concern from both the SEA and LEA levels include: 1) adequate monitoring of program effectiveness; 2) mechanisms in place to assure a smooth transition from school to work; 3) system(s) to track students; and 4) prevocational programs/activities to fit along the continuum leading to employment preparation.

An additional factor relevant to the consideration of the above mentioned programs and other employment preparation programs for the handicapped revolves around the cost of underemployed and unemployed handicapped persons. Approximately 50 to 80 percent of working age adults with disabilities are jobless (U. S. Commission on Civil Rights, 1983; U. S. Bureau of the Census, 1982). Without employment many individuals turn to community services with about eight percent (8%) of the Gross National Product being spent to provide such services. According to Madeleine Will, Office of Special Education and Rehabilitative Services, (OSERS) special education can do much to prevent this dependence and allow disabled individuals fuller community .partipation. As a result of these realities, OSERS has responded to this need by establishing a national priority for improving the transition from school to working life for all individuals with disabilities. Work Experience programs and other services in vocational education/special needs can be an integral part of the foundation leading to this improved transition. Many loal districts in Arizona have attempted to provide these services, and have met with varying levels of success.

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LEAs can best provide quality services to meet the various needs of the handicapped if statewide leadership and assistance is provided by the Department of Education. Included as part of this is the provision of program guidelines, implementation strategies, and training services to enhance local efforts. The Work Experience Project addresses these three major areas of concern. In addition, efforts must be made to engender a more open communication network and a cooperative effort between Special Education and Vocational Education to maximize utilization of existing resources and ultimately best meet the needs of all students.

Project Plan of Action

The Work Experience Project has utilized the professional services of four existing staff members in the Special Education Section and the Assistance of the Vocational Specialist on loan from the Scottsdale Public School System. Additional individuals have been used as needed in consultative and advisory capacities.

Initially, a comprehensive needs assessment was conducted to determine two major pieces of data: 1) What types of programs/services are presently available and how are they being delivered (specific logistical information); and 2) What are perceived needs of people in the field and how do they feel these concerns can best be addressed at the state department level. A synthesis of all of this information (gathered using questionnaire and interview methods) was generated in written form and utilized for planning and development of future efforts. At this point, an Advisory Task Force was formed made up of LEA and SEA representatives from various programs (Work Experience, Vocational Education, etc.) and from representive geographic areas throughout the state, business and industry representatives, parents and other interested individuals. Their task was to consider the needs assessment data and provide additional information leading to suggested specific program guidelines, implementation strategies, and training services to be provided. In addition, the Task Force reviewed and provided feedback on any written materials generated from these efforts. Three meetings were held to accomplish these objectives. From this data collection and feedback process and considering other information from other sources (developed manuals, SEA guidelines, etc.), a manual was developed. This document contains information regarding program development, implementation, evaluation and necessary monitoring guidelines for LEAs and the state department to utilize in providing vocational/career related services to handicapped secondary students.

As a result of the above efforts, a comprehensive in-service and training services program was designed and piloted with selected LEAs and with staff involved in the Special Education and Vocational Education Sections. Outside consultative resources were utilized to put together an effective package that can be used by SEA program specialists and LEA administrators and staff to enhance district-based program effectiveness, productivity and compliance with legal requirements. It is intended that these materials and services could be utilized on an ongoing basis to provide a method for assisting districts to develop quality programs and allow the SEA to provide valuable and appropriate technical assistance and monitoring services.

Work Experience Resource Manual

The resource manual developed contains information addressing all aspects of program development and operation for work experience programs. Included is the following:

- A rationale for work experience programs which can be used to establish benefits to the school, students, and the community.

- A comprehensive career development model indicating the continuum of experiences and services needed for optimal preparation of students for the world of work. This section clearly shows where and how work experience fits into this continuum.

- Explanation of how a work experience program should operate covering from student selection to roles and responsibilities of various LEA staff and other individuals.

- Program standards for quality programs highlight the central concerns for monitoring and technical assistance. This portion presents both existing statutes and State Board regulations, as well as those recommended standards which will be proposed in the near future to the State Board for adoption.

- Appendices covering related terms, resources/materials, sample forms, funding, and exemplary program models.

Present Project Status

During the period from April 1985 to January 1986, the Department of Education developed a resource manual to assist LEAs in developing and implementing work experience and related programs. In addition, program standards were developed and modifications proposed to the State Board Rules and Regulations relevant to work experience programs. As a result of this effort and the initial dissemination endeavor, the Special Education Section has received approximately 50 requests from LEAs for technical assistance in utilizing the resource manual and providing these programs/services to special education students. In addition, numerous requests have been received to provide training and in-service experiences through a sequence of courses utilizing the existing Project SELECT and other available avenues. Finally, the proposed Board Rules and Regulations, if approved, will require a phase-in approach coupled with assistance to LEAs to help in regards to compliance and related issues.

Initially, efforts are being made to ensure that all LEAs have the opportunity to receive the available technical assistance. This has been done via ALERT announcements and individual correspondence as necessary. A master calendar will be developed scheduling LEAs requesting assistance and coordinated with SEA staff and others involved. Training sessions are being conducted utilizing the Vocational Specialist, SEA staff and LEA peer consultants that have been previously identified and trained. All sessions are evaluated and revised as needed with a final package being developed for future use. Additionally, dissemination of all related materials is taking place at appropriate state, regional and national conferences and seminars.

Secondly, a series of related courses has been developed through the project and through Project SELECT in such areas as vocational assessment, prevocational/vocational curriculum and job development and placement. This has been done using existing resources and, as needed, LEA consultants and other knowledgeable individuals. These efforts have resulted in comprehensive, formal curricula that can be used in a variety of ways. The three major state universities offering teacher preparation programs have been approached and assisted in implementing similar course offerings at a preservice, undergraduate and graduate level. Other post-secondary institutions will be contacted as appropriate and as time permits.

Finally, assistance has been provided in obtaining the approval of the proposed State Board Rules and Regulations and in developing the necessary monitoring bulletins for distribution to LEAs. Plans will be designed to assist in the "phase-in" of the regulations relevant to compliance and monitoring functions. In addition, assistance will be provided to SEA staff relevant to funding proposals and other needs that might arise during the duration of the project which ends June 30, 1986.

A summative report will be generated covering the entire project and include evaluative feedback to help determine future directions. It is hoped that the project will significantly impact services delivered to special education students and assist them in making the transition from school to work. LEAs will be provided program development and implementation consultation so as to be able to better utilize existing funds and resources to address these "real life" needs of the students they serve.

Recommendations For Future Planning

The importance of work experience and vocational education programs for special education students can not be overemphasized. If students are to develop the necessary life and employability skills essential to be a contributing and productive citizen, the gap between school and work must be bridged. The accomplishments of this project due to the contributions of professionals throughout the state, have gone a long way in building this bridge and will surely assist individuals with handicaps in making the necessary transition from student to worker.

The following recommendations are made to ensure the continuity of the efforts initiated during the project and to broaden the scope of potential impact these efforts might have.

1. Strategies should be developed to ensure the maintenance of administrative support of these programs at both the SEA and LEA levels.

2. The roles and responsibilities of both special education and vocational education staff must be clearly defined if true collaboration and cooperation is to occur and quality programs are to be developed.

3. Modification of present funding mechanisms and/or the creation of new sources of monies must occur to assist LEAs in program development and implementation.

4. ADE should establish a staff position within Special Education to address Work Experience and related programs.

5. All existing and new staff should be provided training opportunities to expand and enhance their knowledge and skills in this area which will allow them to serve as "consultants" and providers of technical assistance.

6. The content of the Work Experience Resource Manual should be reviewed on an annual basis and modifications made and addenda generated as needed.

7. Each of the educational experiences and components of the presented Career Development Model needs to be addressed in a resource guide to assist LEAs in program development.

8. The Special Education State Advisory Committee should function both as an advocate and monitor of programs statewide.

9. In-service and preservice opportunities must be made available to all SEA and LEA personnel to aid in professional development and to impact the quality of services to students.

10. It is imperative the ADE staff in Special Education and Vocational Education continue to establish collaboration and assume their rightful leadership role in modeling cooperation for LEAs.

Work Experience Programs for Special Education Students

HIGHLIGHTS

- Project initiated jointly by Special Education Section and Vocational Education Division
  - Comprehensive "on-site" survey with administrative and instructional staff from both areas
- First class Advisory Task Force utilized in developing Work Experience Resource Manual
  - Contents of Manual include:
    1. Rationale and Benefits of Programs
    2. Career Development Model
    3. Program Implementation Strategies
    4. Program Standards
    5. Valuable and Usable Appendices
- Comprehensive dissemination, technical assistance, and training package
  - Collaborative effort and spirit engendered between Special Education and Vocational Education. "Role Model" for LEAs.
- Proposed State Board Rules and Regulations
  1. Minimum amounts of time in work environment
  2. Training Plan and Agreement for each student
  3. Related instruction in life and employability skills
  4. Supervision and evaluation

Arizona Department of Education
Special Education Section

WORK EXPERIENCE: JOB PREPARATION FOR SPECIAL EDUCATION STUDENTS

Abstract

Work experience programs and other services in vocational education can be an integral part of the foundation leading to the transition from school to work for special education students. With this in mind, a special project was undertaken in April, 1985 by the Department of Education to assist LEAs in implementing quality work preparation programs. This effort had three primary facets: comprehensive, on-site needs survey and visitation to LEAs; development of a resource manual to guide program development, implementation and evaluation; and an extensive dissemination, technical assistance and training effort. The planned outcomes will help LEAs develop and enhance work experience and related programs and assist the Special Education section in providing monitoring and technical assistance services. The entire effort is a result of close collaboration between the Vocational Education Division and Special Education Section of the Department of Education. It also represents the expertise and hard work of education professionals throughout the state, parents, and many others.

The resource manual developed contains information addressing all aspects of program development and operation for work experience programs. Included is the following:

- A rationale for work experience programs which can be used to establish benefits to the school, students, and the community.
- A comprehensive career development model indicating the continuum of experiences and services needed for optimal preparation of students for the world of work. This section clearly shows where and how work experience fits into this continuum.
- Explanation of how a work experience program should operate covering from student selection to roles and responsibilities of various LEA staff and other individuals.
- Program standards for quality programs highlight the central concerns for monitoring and technical assistance. This portion presents both existing statutes and State Board regulations, as well as those recommended standards which will be proposed in the near future to the State Board for adoption.
- Appendices covering related terms, resources/materials, sample forms, funding, and exemplary program models.

All of the above information is available to help districts provide an extremely important service, helping students prepare for the "real world". In addition, technical assistance is available from state department staff and through a peer consultant cadre. This all spells successful programs for you and success for your students.

For more information and assistance contact:

Arizona Department of Education
Special Education Section
1535 West Jefferson
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(602) 255-3183
(800) 352-4558

Arizona Department of Education
Special Education Section

Work Experience Project
School/Facility Survey Summary

Submitted by:

Dean A. Petersen
Vocational Specialist
May 14, 1985

INTRODUCTION

The Arizona Department of Education, Special Education Section has the responsibility of monitoring special education programs in public and private agencies in relationship to federal and state laws and the implementation of relevant regulations. Included in the monitoring process, has been Work Experience and Vocational Education programs serving special education students. Up to this point, there have been no clearly defined guidelines to be utilized in this monitoring nor has the Department been in a position to provide appropriate technical assistance to districts requesting such support. As a result of these factors, Work Experience and Vocational programs for special education students have not received the attention and support they need. Specific areas of concern from both the SEA and LEA levels include: 1) adequate monitoring of program effectivenss; 2) mechanisms in place to assure a smooth transition from school to work; 3) system(s) to track students; and 4) prevocational programs/activities to fit along the continuum leading to employment preparation.

An additional factor relevant to the consideration of the above mentioned programs and other employment preparation programs for the handicapped revolves around the cost of underemployed and unemployed handicapped persons. Approximately 50 to 80 percent of working age adults with disabilities are jobless (U.S. Commission on Civil Rights, 1983; U.S. Bureau of the Census, 1982). Without employment many individuals turn to community services with about eight percent of the Gross National Product being spent to provide such services. According to Madeleine Will, Office of Special Education and Rehabilitative Services, special education can do much to prevent this dependence and allow disabled individuals fuller community participation. As a result of these realities, OSERS has responded to this need by establishing a national priority for improving the transition from school to working life for all individuals with disabilities. Work Experience programs and other services in vocational education/special needs can be an integral part of the foundation leading to this improved transition. Many local programs districts in Arizona have attempted to provide these services, and have met with varying levels of success.

Local Education Agencies can better provide quality services to meet the various needs of the handicapped if statewide leadership and assistance is provided by the Department of Education. Included as part of this is the provision of program guidelines, implementation strategies and training services to enhance local efforts. The Work Experience project will address these three major areas of concern. In addition, efforts will be made to engender a more open communication network and a cooperative effort between Special Education and Vocational Education to maximize utilization of existing resources and ultimately best meet the needs of all students.

SCHOOL/FACILITY SURVEY

The first step in this undertaking was to perform a survey of school systems, facilities and programs throughout the state. An effort was made to visit districts and/or agencies that represented the diversity of the state and that allowed the development of a realistic perspective of the needs in the state. The purpose of the survey was to determine exactly what districts were doing in the areas of work experience and vocational education for special education students; what they would like to be doing in this area; and to allow districts input into the outcome and/or product of the above mentioned project. To accomplish these objectives, an interview was conducted on site with both the coordinators of Special Education and Vocational Education in most cases and staff people in each of these departments. In addition, a tour of facilities and programs was taken where time and scheduling permitted. For specific content/topic areas addressed in this survey, please see Attachment 1. I would like to take this opportunity to thank all of the administrative staff and program personnel that contributed greatly of their time and knowledge to make this information gathering process so successful. Their openness and candor was very refreshing and truly made my visits enjoyable (See Attachment 2 for programs and districts visited).

SUMMARY OF INPUT

In summarizing the input received, data will not be identified by district, but rather will be synthesized into general topic areas. Specific district information is available upon request or preferably through direct contact with district representatives. This information is presented for consideration and is not intended to be evaluative in any way. It is meant to provide direction to the project and to give districts an "ownership" in the final outcome.

Topic Area #1: Types of Work Experience and Vocational Education Programs for the Handicapped.

Districts surveyed provide a variety of services including:

- Prevocational classroom instruction with emphasis on daily living skills and job readiness skills.

- Vocational Assessment services both formal and informal. In some instances this is required in the sequence of vocational preparation (all ninth graders, etc.) and in others it is based on multidisciplinary recommendation.

- In school work program where placements are internal within the district. Some of these are seen as "pre" competitive community work experience.

- On site work training programs giving student chance for exploration and skills training. This is usually done for credit and can be paid or unpaid.

- On-the-job training (OJT) programs where district pays employer and/or student. This is a credit bearing class that typically did not require a concurrent related class. Frequently, students would have had to take some "employment preparation" course prior to placement.

- Sheltered Work experiences provided either internally, externally or in cooperation with other districts, agencies or funding entities. Students typically receive credit, but not necessarily paid employment experience. These experiences are provided using subcontract work, projects or community-based volunteer opportunities.

- On-the-Job training and/or work experience programs combined with related class instruction in job readiness and independent living skills. Delivered in similar fashion to regular cooperative education model.

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- Regular cooperative education programs accessed as is realistic. Frequently, this was very limited and usually involved the "higher functioning" students. This low level of participation was an expressed concern from both the vantage point of special education and vocational education.

- Development and implementation of separate vocational education programs/courses for special education students. Most often, this was done for lower functioning students who could not function in the "mainstream."

- Special Education students enrolled in regular vocational education courses. These experiences were most successful when assistance and support were provided. This was done using vocational aides/technicians or in some cases, a certified teacher.

- There were several other programs and services being offered that were "off shoots" or modified examples of those provided above. Districts generally were attempting to provide a continuum of vocational/career services to assist students to reach a high level of preparation. Limitations to this effort included funding, staff, district/community resources, employment opportunities and many others. These concerns will be more appropriately dealt with on an individual basis with involved districts/programs.

  This was occuring on a very limited basis and was again usually with the higher functioning students.

These programs served the entire spectrum of student disability groups. However, the primary target groups were Trainable Mentally Handicapped (TMH), Educable Mentally Handicapped (EMH) and Learning Disabled (LD) students. No students were excluded from participation and their involvement was either a required part of their educational experience or based on referral and recommendation. These programs served anywhere from as few as three or four students to as high as 175 in various program facets similar to those described above. There surfaced a semantical problem in describing services offered as to what was termed "Work Experience." This varied from district to district. It was suggested that this confusion be clarified in whatever document or manual came from this effort. Overall, there are a number of very good programs statewide that are having a significant impact on preparing students for the world of work and independent living.

Topic Area #2: Operational Procedure for Work Experience Programs

Operationally, the "Work Experience" type programs functioned in a variety of ways. Some had no real set procedure and dealt with each student and/or situation on an individual basis. Others provided students with an orientation and sought parent approval and involvement. There were several programs that had an established continuum of services or plan that all students would progress through. Those districts where formal vocational evaluation services were available usually required or recommended that a student receive such an assessment prior to their participation. Several of the programs required that students enroll in a related class either concurrently or prior to their participation in the Work Experience programs. Finally, several programs were run in a very similar fashion to a regular Cooperative Education program. This included training plans, employer contracts and so on as stipulated in the Arizona Handbook for Cooperative Education. The majority of individuals interviewed felt that the true Work Experience program for special education students ought to technically operate like a "Co-op" program. This particular issue will be addressed by the Advisory Task Force. In addition, it was suggested that a number of alternative program designs and operational strategies be offered in the document developed.

Topic Area #3: Staff Involved in Work Experience and Vocational Education Programs for Special Education students.

Vocational Education/Special Needs appears to be an area where districts are expending a great deal of effort and for the most part, have set as a priority for further development and refinement. In the districts and programs visited, there were a variety of personnel involved in the delivery of these services. This included the following:

- Certified Special Education Instructors
- Certified Vocational Education Instructors
- Rehabilitation Counselors/Professionals
- Educational Administrators
- Psychologist
- Occupational Therapist
- Instructional Aides
- Vocational Technicians
- Guidance Counselors
- Vocational Evaluators
- Social Worker

There was such a diversity of individuals involved that it is difficulty to draw any real staff implications and conclusions. However, it appeared that those programs where a specific person(s) had the responsibility of preparing and placement of students in work situations were the most effective. Staff felt that students were the most successful in regular vocational programs when direct assistance was provided to the instructor in dealing with the needs of the handicapped child. Finally, a concern was expressed when staff members involved had "to wear many hats" and did not have the time necessary to do effective coordination of the work programs. It was suggested that this staffing issue be dealt with in the document to be developed.

Topic Area #4: Relationship between Special Education and Vocational Education

Individuals interviewed were asked to evaluate the above relationship in their district/program and to identify particular problems, concerns or positive attributes. Generally, there was concern expressed in that the majority did not feel that these two program segments worked together as effectively as was needed. Some of the reasons for this included:

- Administrative structure
- Lack of established linkages
- Special Students typically do very poorly
- Safety concerns
- "Water down" the programs
- Personalities involved
- Teacher load
- Staff turnover
- Perceptions of students
- Other

Most individuals felt that a close working relationship was important and that they would like to make efforts to enhance the existing situation. A number of districts felt they were working well together and that when necessary it was best to work on this issue at the building level. Where the district level and building level staff from both departments worked together well there typically were effective programmatic things happening in the courses and programs. In-service and training targeting both groups was recommended and has been shown to be effective in several districts. Finally, it was felt by all that the State Department could and should be of assistance and serve as a resource helping districts develop a productive relationship between vocational education and special education.

Topic Area #5: Program Needs and Ideal Model Program

Those individuals contacted were given the chance to "dream" and identify their needs and their ideal fantasy program. In the interest of conciseness, the identified voids and program components most frequently mentioned will simply be listed:

Program Needs/Components

- Training for vocational education staff to work with Special Education students
- Staff (aides) to assist in classrooms
- Provide adequate coordination time for work instructor
- Opportunities for placement of students
- Cohesive "vocational" staff orientation
- Adequate and specialized facilities
- Assessment services: strong IVEP component
- Appropriate training programs
- Suitable curriculum materials
- Vocational Counselors
- Funds to provide incentives for employers
- On-campus work trial opportunities
- Team teaching with vocational education and special education
- Resolution of certification problems
- Appropriate placement in vocational education
- Sheltered workshop for "lower" kids
- Community involvement
- Vocational (related) academics
- Effective follow along
- Supportive employment
- Funds for program development
- Cooperation with community colleges
- Family involvement via a community worker
- Career awareness at lower grade levels
- Interface with business and industry
- Consultative model - Special Education to Vocational Education
- Labor market information
- Connection with other agencies: DVR, DD, etc.
- Independent living skills instruction
- Work stations in industry

Topic Area #6: Role of the Department of Education

In conducting such a survey as was undertaken, it seemed essential to determine the district/programs' perception regarding the role the Department of Education should play in this programming effort. Both administrative and instructional staff were given the opportunity to prioritize what they wanted the Department to do that was not presently being adequately addressed. The suggestions are presented in order based on the frequency that they were recommended by district representations.

Suggested Role/Activity

Technical assistance and training in vocational/work experience areas. Use district-based people as is possible

Flexible program standards and guidelines to assist in program development and refinement. Provision of ideal program model.

Networking among programs Resource(s) clearinghouse

Expand teacher consultant cadre concept (Project SUPPORT)

Training Materials

Provide information about exemplary programs

Sponsor workshops and related seminars

Glossary of terms

Curriculum Development Assistance

Program Handbook: Characteristics of good program

Funding expansion

Teacher Preservice input

Certification problem resolution

Adopt Competency-Based Vocational Education model to Special Needs students

As can be seen from the above suggested department activities, technical assistance and training, workable program guidelines, networking/resource models, training materials and use of proven program experts and district-based personnel as appropriate are high priorities. This information should be very helpful in planning future endeavors by the State Department such that they can better meet district/program needs. It is only through such a continued, open communication network and exchange between the Department and LEAs that quality services for students can be maintained and expanded.

The majority of districts contacted indicated that they would be willing to provide further input in the development of a "Resource Manual" and also that they would help in developing and field-testing training methods and materials to be utilized in future technical assistance efforts. In general, the districts/programs visited were very receptive and enthusiastic in providing their input and suggestion. They are all to be commended for their efforts on behalf of the students they serve.

For the purposes of this initial summary, no conclusions or evaluative recommendations will be made at this time. It will be the task of the Advisory Task Force (Subcommittee of State Advisory Committee for Special Education) and the Special Education Section staff to consider the data and make suitable recommendations. In addition, the content of the "Resource Manual" will be based on the input received from the school districts and other agencies and programs. The ownership has to be theirs as it must be something that is practical and workable on a day-to-day basis.

Career Development Model/Work Experience Program
Self-Assessment Checklist

Program Component	Status			Priority				
				Low			High	
	Yes	No	N/A	1	2	3	4	5
A. Planning								
1. A career development model and program components exist for the local education agency.								
2. The work experience program is part of the school's career development model. (Components exist such as K-8: Community Awareness; Grade 8: Interest and Job Awareness; Grades 9-10: Pre-Vocational, Vocational Assessment, IVEP, Basic Related Academics; Grades 10-12: Vocational Skill Preparation; Grades 9-14: Skills Application/Work Experience Program; Grades 9-14: Specialized Services Referral.)								
3. An advisory committee exists representing the work experience program as part of the total school career development program (includes representatives from regular vocational education programs).								
4. The work experience advisory committee meets a minimum of two times a year with specific functions assigned, and meeting results are documented.								
5. Parent groups, community-based organizations, and employers receive information concerning the work experience and career development program.								
B. Recruitment, Identification, and Placement								
1. The services that are selected for each student are in conformity with his/her IEP/IVEP.								
2. Criteria for selection of students for the work experience program are well documented.								
3. A planned effort is made to appropriately place each student into the least restrictive placement in the continuum of vocational services at the school district or agency.								

Career Development/Work Experience Program
Improvement Plan

Date of Plan ______________

LEA ______________________

School: ______________________

Site Coordinator: ________________

Telephone No. ________________

Participants in Planning Process:

Name	Position	Name	Position

Program Component (3-5 top priorities)	Modifications to be Made	Staff Responsible	Estimated Time Frame	Needed Assistance/ Resources	Estimated Cost of Modification

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STATE BOARD
OF EDUCATION

AGENDA ITEM NO. ___________

SUBJECT: R7-2-401 G. Work Experience Programs

SUBMITTED BY: Dave Tate Associate Superintendent

DATE: ___________

REVIEWED BY: Management Team

Dr. Jim Hartgraves, Deputy Superintendent DATE: ___________

BACKGROUND INFORMATION:

Existing State Board Regulations governing Special Education Work Experience Programs are minimal and have provided limited guidance to LEAs in implementation of the program.

A subcommittee of the State Special Education Advisory Committee, composed of ADE Special Education Staff and Vocational Education Staff, LEA staff, and parents, participated in developing the attached recommendations for regulatory change.

STAFF COMMENTS:

STAFF RECOMMENDATION:

That the State Board of Education approve filing R7-2-401.G. with the Secretary of State for public hearing on January 27, 1986.

R7-2-401 SPECIAL EDUCATION STANDARDS FOR PUBLIC SCHOOLS AND STATE SUPPORTED INSTITUTIONS

R7-2-401 through 401 F. no change

G. Work Experience Program

1. Each student enrolled in a special education work experience program shall have been declared eligible for and be receiving special education services and shall be at least 16 years of age.

2. ~~At-the-time-of-~~Prior to placement in a special education work experience program, the student shall ~~be-given-~~receive a vocational ~~evaluation-~~assessment which specifically assesses ~~aptitudes,-interests,-and-special-needs-in-relation-to-the-job-placement-~~a student's interests, skills, abilities, needs, work habits and behaviors.

3. As a result of the vocational ~~evaluation,-~~assessment, a vocational plan shall be developed~~,~~in written form. This plan shall describe the goals of the work experience program ~~including-the-provision-of-an-adjusted-educational-curriculum-and-supervised-job-placement-in-relation-to-the-abilities-and-needs-of-the-individual-student,-~~and the objectives for each student's participation in the program.

4. If ~~employment-~~a work experience placement is not available or participation is terminated, the handicapped student shall be provided with a full-time instructional program.

5. Students shall be placed in a work environment and work a minimum of 225 minutes per week. This placement shall be based on the abilities and needs of the individual student documented through the vocational assessment provided for in paragraph 2 of this Subsection.

6. A training plan and agreement shall be developed in written form for each student identifying specific responsibilities of the student, employer and others involved. The district shall document that the

parent has approved participation in a work environment. The agreement shall outline the tasks to be learned and performed by the student in the specific work experience placement.

7. Students enrolled in the special education work experience program shall receive related instruction in life and employability skills and skills related to their work placement.

8. Monitoring of a student's work experience by the district work experience coordinator shall be done a minimum of one time every nine weeks and shall include an employer evaluation of student's performance.

9. Every special education work experience program shall be coordinated by a special education certified teacher and be approved by the Arizona Department of Education, Division of Special Education.

Thursday, April 24

3:20-4:50 pm

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IDENTIFICATION OF CULTURALLY DIFFERENT GIFTED STUDENTS MEXICAN AND AMERICAN INDIAN POPULATIONS

The Douglas County School District, a rural school district in Western Nevada, consists of approximately 4,000 students in grades K-12. Four percent of the school district population is made up of Mexican and American Indian children. Relatively few students from these cultural backgrounds have qualified for the district's Academically Talented (gifted) Program using traditional quantitative assessment tools. Therefore, during the 1985-1986 school year, special attention and emphasis was given to the identification of culturally different students for the district's gifted program. Initially, the home life and cultural value systems of these two groups were investigated. To complement this research, characteristics of culturally different students were also explored. A comprehensive list of qualitative and quantitative measures were reviewed based on their "cultural fair" characteristics. After the literature was thoroughly reviewed and recorded, the identification philosophy was started with the staff at one elementary school where the project would begin as a "pilot program".

The primary goal of this endeavor was to make classroom teachers more aware of how home background and value systems might affect a student's school performance. Teachers were in-serviced on characteristics of culturally different gifted students and the relationship of home and values orientation to those characteristics. Teachers were also schooled in the procedure that would be implemented in the referral and identification of culturally different students. Along with teachers and the building level administrator, additional support staff such as the Chapter One teacher and playground aides were also involved in the referral process.

Working jointly with Dr. Mary Frasier, Associate Professor of Gifted Education at the University of Georgia, Drs. Dorf and Florey compiled a profile assessment data sheet which contained both quantitative and qualitative "gifted indicators". The assessment instruments tapped abilities of referral students in the cognitive, creative and affective realms. Scores from each measure were to be displayed graphically on the profile sheet for further analysis.

The Frasier Identification Model is now in place and is used not only in the screening of potentially gifted students, but also in the curriculum planning for those students qualifying for the program. Formative evaluation techniques continue to reshape approaches to teacher in-service, the qualitative and quantitative analyses of student data and program delivery.

Underidentification of culturally different gifted students is common not only in rural but in urban areas as well. The Douglas County School District has met the challenge in attempting to identify and meet the intellectual needs of specific sub-populations through a modification of the current gifted identification procedure.

Handouts that complement the presentation will include:

1. Outline of profile used in student identification

2. Annotated list of quantitative and qualitative test instruments that are geared for the identification of culturally different students.

3. Compilation of research on learning characteristics and values of the two populations (bibliographic format)

4. In-service materials used with teachers and building principals

5. Flowchart of Douglas County School District's Identification Model (culturally different).

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Title: MICROCOMPUTERS IN SPECIAL EDUCATION: IMPLEMENTATION IN RURAL SETTINGS

Seldom has an educational innovation been greeted with such unqualified, uncritical, and unfortunate enthusiasm as has educational computing. The pages of educational journals and popular magazines have been filled to capacity with articles heralding computing as the educational innovation of the century. Administrators and teachers have been frantically acquiring hardware and software. In fact, preliminary evidence from the most recent national survey reveals that a third of all students and a fourth of all teachers currently have access to more than one million instructional computers in schools (Becker, 1986).

Educational Technology and Failure

We are educational computing advocates and we believe that educational computing has great promise as an aid to learning. However, we fear that this new attempt to bring electronic technology into the classroom, like previous attempts, may fail. There is abundant historical precedent for such failure. Technology has been notoriously unsuccessful in education. From teaching machines to educational TV, technology has been successively embraced and then rejected by the educational community. Even the potential power of educational TV was never realized, and the medium is now the object of worldwide disillusionment.

Why has technology been so spectacularly unsuccessful in education? There are many reasons, not least of which is the fact that technological innovations are invariably developed for other purposes, and educators have thus been forced to attempt to adapt them for use in educational settings. However, we feel the main reason for failure is the past inability of educators to apply the technology to effectively help solve important educational problems. Why this is so is complex. Certainly few would argue that education has lacked important problems! We have concluded that we, as educators, have simply not used technological tools well.

We fear that this same fate threatens educational computing. Computers in schools are poorly used. There are many reasons why this is so, including the scarcity of excellent educational software and the lack of good inservice and preservice education for teachers. The problem goes beyond these obvious deficiencies, however. Indeed, we believe these conditions are mere symptoms of a more basic misunderstanding about the nature and efficacy of computing in general. In short, we believe that many of our problems in educational computing stem from a great cultural myth. This myth holds that technology is valuable for its own sake. Educators who have embraced this myth believe that computers should be integrated into educational settings not because they can help solve an important educational problem, but merely because they are available.

We find this analagous to Hillary's famous reply when asked why he had climbed Mount Everest. We have referred to the misguided belief that computers should be made part of schooling simply because "they are there", as the "Everest Syndrome" (Maddux, 1984b).

Type I and Type II Educational Computing

We believe computers may hold more educational potential than any other of the technological innovations we have attempted to adapt for educational use. In fact, we believe their potential as learning tools is almost unlimited. Any tool can be misused, however, and the educational potential of computing may never be realized. Indeed, we believe that computing will not succeed unless educators change the ways computers are typically being used in schools.

Computing is expensive. Part of the high cost of bringing computing into schools can be measured in dollars and cents. This price declines with time and technological improvements. The major part of the high cost, however, is a human cost. Administrators, teachers, and students have a finite amount of time, energy, and enthusiasm to invest in a new learning tool. An hour spent acquiring, assembling, or learning to use a computer is an hour unavailable for other educational purposes. The human cost of computing is high, will remain relatively high, and can only be justified if important rather than trivial goals can be met through computing. Past technologies have failed to justify this human cost and have fallen by the wayside. Educational computing shows every sign of following suit.

Indeed, we believe we are just beginning to witness a great backlash of public opinion against the use of computers in schools. Recently, a flood of articles have appeared in the professional press condeming the educational computing movement as it presently exists (Chorover, 1984; Kelman, 1984; Maddux, 1984a; Poore & Hamblen, 1984; Shively, 1984; Zajonc, 1984). Similar articles are appearing almost daily in the popular press. We believe this backlash is directly attributable to the poor use of computers in education.

To understand our concern, it is necessary to examine the ways in which schools are using computers. We believe these uses fall into one of two categories, which we have termed Type I or Type II uses (Maddux, 1984a). Type I uses of computers in education simply make it easier, quicker, or more convenient to continue teaching in traditional ways. There is nothing *wrong* with using a school computer for Type I uses, but because of the high cost of bringing computers into education, public and professional acceptance depends on providing more important educational advantages.

Type II uses, on the other hand, make new and better teaching methods available. Unfortunately, Type I uses are today far more common than are Type II uses. We believe the shortage of Type II software is one of the principle reasons for the growing dissatisfaction with educational computing.

Type I Computer Uses

Type I uses have a number of characteristics in common:

1. They tend to be aimed at helping the learner acquire a variety of rote skills such as math facts or sight vocabulary. Such software has been called drill and practice software and is typified by flashcard-like programs.

2. They are programmer-centered, rather than learner-centered. The software may be technically slick and elegantly programmed. However, the emphasis is on what the computer can be made to do, rather than on what the user can be empowered to accomplish.

3. They typically provide minimal learner involvement, especially in a cognitive sense. The user is relatively passive, and may function almost as an observer rather than a participant or a director of the interaction. Most of the action goes on within the computer. We believe user passivity is the primary reason for the failure of educational television. Television viewing is a cognitively passive activity for most children. If it is not naturally so, it has become so through exposure to prime time network television fare.

There are some advantages to the use of drill and practice software in special education, however. Such software can help provide the great amount of repetition needed by special education students. Then too, such drill can be provided without the necessity for correction by the teacher. For many special education students who have become sensitive to adult criticism, this can be a distinct advantage.

Other Type I uses include educational administrative uses, computer managed instruction, and assessment uses. These can all be helpful and convenient, but they are classified as Type I because all are designed to facilitate traditional teaching. We do not advise against their use, we merely believe they do not go far enough in tapping the full potential of educational computing and thereby justifying the cost of bringing computing into the schoolroom. We will provide a short discussion of these other Type I uses.

Administrative Uses

Educational administrative uses include a variety of office applications. Using word processing to compose and produce form letters to parents, using data base management to organize office files, or using electronic spread sheets to balance the budget or the attendance are examples. Such uses can streamline tedious administrative and secretarial chores and are of value, especially if their use releases teachers for more creative activities with students. We see at least three potential problems with this Type I application, however.

First, administrators or teachers may divert computer hardware and software from instructional to administrative uses. Second, educators may erroneously assume that computerizing such routine tasks has somehow improved the quality of organizational activities themselves. Third, educators may yield to the temptation to computerize activities that require human affective qualities such as sympathy, empathy, clinical judgment, etc. We have seen this happen repeatedly in special education and we have addressed this problem elsewhere (Maddux, in press).

Computer Managed Instruction (CMI)

This is a fading star among computer applications, and one we believe is badly mis-named. CMI is actually a number of different applications used to organize student data, monitor student progress, control student progression through tutorials, etc. It is misnamed since humans, not computers, are managers, and since no actual instruction is included. We believe it is always a mistake to anthropomorphize, since it encourages the use of computers for tasks which should be reserved for people.

CMI was more popular when instructional computing centered around the use of large mainframe computers. Microcomputers do not lend themselves to efficient CMI applications. One of the few exceptions is the current trend for school districts to purchase software to aid in the preparation of the legally mandated special education Individual Education Plan (IEP). We have no real objection to such uses so long as the programs purchased are only intended to streamline the red tape associated with IEP generation (such as filling out forms, or keeping records of dates, times, classes, etc). We do object to those IEP programs which are intended to inject computers into the actual diagnostic-remedial process, since we believe that this process requires human affective qualities.

Assessment Uses

Another Type I application is the use of computers in assessment. Our concerns about this type of application are identical to those discussed in the section dedicated to CMI. Such software is appropriate only if test interpretation and diagnosis are left to human beings. The routine tasks associated with assessment can be appropriately accomplished by computer hardware and software, however. Calculating age from birthdates and converting raw scores to scaled scores are examples of such routine tasks, as are the calculation of averages for groups, and the generation of reports after they have been composed by human diagnosticians or psychologists.

Type II Computer Uses

Type II uses have characteristics that are nearly the reverse of Type I uses. Rather than concentrating on rote skills, Type II uses generally focus on higher-level cognitive processes such as facilitating creative expression, problem solving or language composition. In addition, these uses are learner-centered, with emphasis on what the user can be empowered to achieve. With Type II uses, learner input is extensive and complex, with many Type II applications such as word processing or programming providing little more than a blank screen and a powerful means to fill in that screen with whatever the user desires. Obviously, such activity requires active involvement of the user, another characteristic of Type II software.

Unfortunately, Type II applications are relatively scarce in education. Some promising uses that we believe fall in this category include word processing, programming, and simulations.

Word Processing

Word processing is obviously a Type II application since it provides unique teaching and learning opportunities. Word processing is unique because it provides powerful and quick revising capability. Our experience with using word processing in the teaching of written composition indicates that the ease of revision encourages children to experiment and helps them learn to polish and perfect rough drafts. Spelling and grammar checkers are particularly advantageous to special education students with problems in these areas, since such software provides correction without adult intervention and condemnation. Then too, work processing gives special education students with writing problems another reason to learn to type well, a skill which can be very valuable to them both in school and out of school.

Programming

We believe programming to be a Type II application, although we do not have enough research to be sure about its value. This topic has been discussed extensively in the literature. Suffice it to say that we believe there are some good reasons to teach a bit of programming. On the other hand, we are appalled at the exaggerated claims we hear being made concerning the value of programming skills for school children. We cannot ethically promise parents that the teaching of programming will result in increased income for their children. Neither can be promise that problem-solving skill learned in programming will generalize to any other domain. Logo is an interesting programming language, but some Logo advocates have been guilty of becoming proselytizing true believers who have promised far more than can be documented. We are Logo advocates ourselves, but we have watched the evolution of the Logo movement with alarm. We have addressed this topic, and the topic of why Logo should be taught in special education more extensively elsewhere (Maddux, 1984c).

Suffice it to say at this time, that learning to program may be valuable for special education students for two powerful reasons. First, special education students are frequently rejected by their peers. Learning to control a computer carries status in the eyes of peers and can improve the social status of a rejected, special education student who may even serve as a tutor to other, nonhandicapped children. Second, gaining control of the computer environment may lead to an improvement of the self-concept of a handicapped child, and may also lead to the realization that he or she can control his or her own destiny. (In other words, the child may become more inner-directed.)

Simulations

Simulations make it possible for children to have experiences that are too dangerous, too expensive, or otherwise unavailable in schools. Unfortunately, good simulations are rare. It is difficult to find expert programmers who are expert in child development and in the experience to be simulated. Computer simulations may be the most promising and, as yet, least implemented of educational applications.

Other Type II uses include the use of prosthetic aids such as communication boards or speech synthesizers for children with communication problems, print to speech synthesizers for blind children, and special input devices for children with motor problems.

Special Problems in Rural Settings

Most of the problems discussed in this paper apply equally to districts in urban or rural settings. Rural districts do have special problems, however. One of these problems relates to hardware acquisition and support. Rural districts should insist on competent support from computer stores before purchasing, and should obtain written assurances. If the vendor finds it necessary to take equipment back to the store for maintenance, he should agree to make "loaners" available.

Another problem in rural settings is difficulty in obtaining competent teacher inservice. Administrators should lobby state departments of education to require an introductory course in educational computing for all teachers-in-training. Competent inservice should be contracted for from experts in educational computing, rather than experts in one or the other.

Summary

Educational computing is at risk. We have provided a brief discussion of problems and pitfalls, as well as our categorization system for educational computer applications. Type I applications are those that make it easy to continue teaching in traditional ways. Type II uses make new and better ways of teaching and learning available. Although there is nothing wrong with Type I applications, they are aimed at relatively trivial educational goals and problems. Type II applications must become more common in order to justify the cost of educational computing. Although educational computing is tremendously promising, we face the very real danger that misuse and misunderstanding will force this new and exciting field to follow in the footsteps of teaching machines and educational television.

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Title: A Systems Model for Intervention with Children with Emotional/Behavioral Problems in Rural Environments

A number of problems exist in serving children with emotional problems in rural school environments. Wood and Lininger (1981) cited problems such as geographic and financial barriers to serving low incidence handicapping conditions, difficulty in recruiting and retaining qualified personnel, a lack of related services, and cultural differences. Beare and Lynch (1983) added lack of community support for services for these children to the problem list. In addition, the label assigned to the child in terms of the federal definition of those qualifying as "seriously emotionally disturbed" serves to restrict the establishment of services (Beare, 1983; Hoover, 1984; Wood & Lininger, 1981). As a result, this population of children is critically underidentified and underserved (Long, 1983).

In seeking solutions to this problem, the general concensus would appear to be that models of service delivery that are used in urban environments (i.e., full range of service delivery options) do not generalize well to rural environments (Beare, 1981; Wood & Lininger, 1981). If rural districts are to provide suitable, cost effective programs, clearly a model is needed that will lend structure to planning efforts. The model proposed here uses a systems approach to serve this purpose.

The recent literature related to working with children with emotional/behavioral problems has reflected an increased interest in a systems approach to intervention. Lerner (1973) has indicated the promise of this approach foranalyzing problems in special education. The advantages of the approach in terms of specifying various aspects of functional ability have long been recognized. As Egan and Cowan (1979) point out, human service professions are especially in need of the explicitness derived from a systems approach since people working together tend to harbor differing implicit theories of what constitutes effective intervention. The major goal of this model, then, is to provide a basis for making explicit all of those implicit theories in operation in any given service delivery situation. Before pursuing this goal further, however, consideration must be given to certain general principles of systems functioning as they relate to the model.

A system is composed of smaller components, or subsystems, interacting within a boundary (Berrien, 1968). The nature of these interactions is of primary importance to the functioning ability of the system. For the system to operate at peak efficiency, a high level of interrelatedness among components is necessary. Communication lines must be specified and the exchange of information must be free and continuous among the components. Additionally, the type of information exchanged is important. For any component to be useful to the system as a whole, that component must receive and respond to input and produce useful output. The usefulness of the the output is determined by the degree to which the output facilitates system functioning. Information the system cannot use is called "noise" (Berrien, 1968). By delineating roles within the construct of the proposed model, the objective is to decrease the "noise" and increase functioning effectiveness.

The particular model proposed here emphasizes the individual as the primary unit of analysis. That is, analysis of the system begins with the child component. Once the needs of the child are identified, one can then proceed with identifying the other components (available resources) and preparing these components to provide the proper supportive environment for the child. Figure 1. contains a schematic representation of this system. Before discussing the performance of this system, an outline of the functions of the individual components would be in order.

Biological Component

This component refers to the biological characteristics of the individual. Specifically, everyone has a certain capability to behave in certain ways. For example, a particular level of intellectual ability is necessary for the individual to be able to function abstractly and free himself/herself from concrete events in the environment. This allows the person to play an internal "what if" game. That is, the person may make decisions and predictions about possible behaviors and their consequences before actually committing the behavior, thereby avoiding possible negative feedback from the environment. In short, there is a finite amount of material to work with and a unique capability to perform in certain ways.

Conceptual Set

Conceptual Set is a term borrowed from the work of Kephart (1973). This theory was concerned, in the main, with the way individuals develop the ability to process information. Basically, we proceed from the need to concretely and motorically explore and assimilate information about specific events in our environment to a stage of forming generalizations about our environment and how it works. This formation of a "set" implies a system of generalizations by which we will judge the environment and our subsequent actions. Therefore, Conceptual Set can be

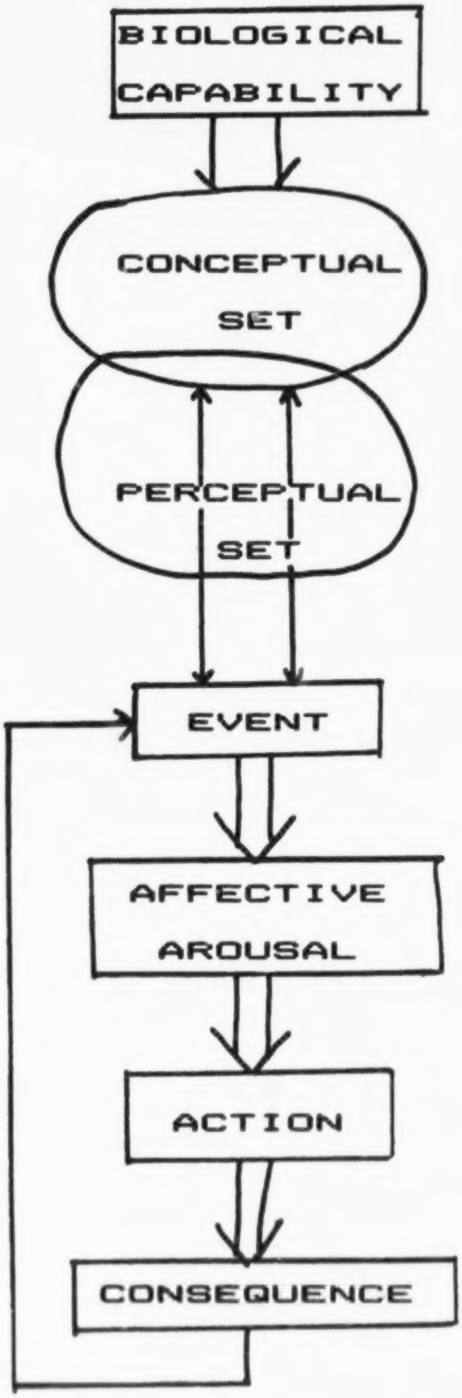
BIOLOGICAL CAPABILITY
CONCEPTUAL SET
PERCEPTUAL SET
EVENT
AFFECTIVE AROUSAL
ACTION
CONSEQUENCE

Fig. 1.

defined as the collection of an individual's concepts about the world and his/her relationship to the world.

Perceptual Set/Event

This term refers to our ongoing processes for evaluating individual events in out environment against what we know to be true in our Conceptual Set. Harvey, Hunt, and Schroeder (1961) refer to this as a process of "conceptual confirmation" and "conceptual refutation." In addition, this component of the system contains the perceptual processes necessary to receive information and attach meaning to the information.

While a discussion of the perceptual processes is beyond the scope of the present discussion, the evaluative process as defined by Harvey, et. al. (1961) is of central importance. Conceptual confirmation occurs when an event happens in the environment to confirm a concept the individual believes to be true. Conceptual refutation is defined as an event happening in the environment to refute a concept the individual believes to be true. A key point to remember is that this does refers not to absolute truths, but to concepts the individual believes to be true.

In terms of defining interventions for children with emotional problems, this point of interface with the environment will be the focus of the present discussion. It is the point of "goodness of fit" referred to by Beare (1983) in discussing intervention procedures for these children in a rural environment. The primary consideration here is to ensure that information exchange between the individual and the environment is such that "noise" in the system is diminished.

Affective Arousal

This component of the system represents the emotion generated as a result of the person/environment transactions. Since a living system is in constant interaction with the environment, this emotion is created constantly during the day. In order to experience positive growth and maintain functional integrity, a system must learn to use this energy in the most efficient manner possible. If it does not, system "burnout" will be the result.

Action

Once energy is created within the system, the energy must "go somewhere." That is, the system will automatically take the steps necessary to disburse the energy and return to equilibrium. The nature of the action taken can vary greatly along a maladaptive/adaptive continuum. But regardless of the type of outcome, the individual will do something to release the energy created and return to an "at rest" state to await further input. Additionally, it is at this point that the individual's response to the stimulus event becomes known to the environment. Before this point, responses are private and not available for environmental judgement.

Consequence

When the individual takes action, a consequence will be attached to the action. This constitutes the feedback loop for the system and is an automatic response--it *will* happen in a functioning system. The consequence may or may not be meaningful to the individual (useful input *vs.* noise), but it serves as a further "event" to be processed, thereby initiating the cycle again.

Implications of the Model for Service Delivery

As indicated earlier, this model assumes the individual is the primary unit of analysis. To this end, the model serves to synthesize various theories of providing services to children with emotional problems. Stated briefly, the Action/Consequence component of the model are obviously the domain of bahavioristic approaches. The Conceptual Set/Perceptual Set component draws on elements of cognitive psychology, psychodynamic and other theories. A further explanation of this aspect of the model is not the province of the current discussion. Rather, the intent here is to focus on the responsibilities of the service providers in developing techniques (structuring Events) to maximize useful input and output to and from the system and minimize noise.

In this context, the first responsibility of the school is, of necessity, an examination of the Conceptual Sets of the personnel available to provide services. From the administrator's perspective, the emphasis has to be on *available* personnel. The information available in the literature relating to the problems of providing services to this population would suggest that waiting for specialized personnel, specialized programs and funds to materialize will not be a very productive approach. One might conclude, therefore, that the basis of service delivery is preparing the available personnel to *believe* in their ability to assume a role in providing services to the child with emotional/behavioral problems.

The mechanism for achieving this attitudinal shift (e.g. workshops) would certainly vary with the system involved. Several new concepts must be integrated into the professional's Conceptual Set, however, by whatever means. By way of example, one can identify two "myths" in regard to serving this population that produce a negative impact on delivery systems. First, educators have long been told that they are not qualified to serve children with emotional problems. Rural educators must assume responsibility for the emotional health of the child as well as responsibility for the cognitive health of the child. The urban model of service delivery that results from adequate supplies of specialized personnel has resulted in delineation of role boundaries that are not feasible in rural environments. Second, rural educators must distance themselves from models that attempt to define a population by some presumed severity. Evidence suggests that this concept leads to underidentification. The principles inherent in the model discussed here are as applicable for the epitome of the "normal" student as they are for the child with emotional/behavioral problems. Therefore, one can think in terms of a true range of severity of problems within a district rather than one small segment. This also has implications for the prevention of serious emotional problems.

In terms of providing for this attitude shift, perhaps much could be accomplished by switching the focus of discussions of the problems encountered in rural environments to the benefits found in rural environments. Huebner, McLeskey, and Cummings (1984) have indicated that school psychologists identify several advantages to working in rural environments. Among these are close contacts and good working relationships with teachers, administrators and parents, diversity of roles, autonomy and environments that are relaxed, stable, nonbureaucratic, and sensitive to individual needs. Jerrell (1984) found that the greater role flexibility opportunities that school psychologists found in these environments resulted in increased job satisfaction and length of time remaining in the position. Surely these advantages are open to educators as well if they are oriented to availing themselves of the advantages.

The second component of preparation must focus on increasing the skills needed by the available personnel to fill a variety of roles (Buktenica & Beare, 1983). In the model presented here, communication skills are central to the success of service delivery efforts. This is true both in training educators for acceptable interactions with problem children and in training professionals for acceptable interaction with each other about problem children. The basis of a systems approach is the making explicit of implicit concepts about service delivery.

The most frequent structure for service delivery for these children in rural environments appears to be some form on multidisciplinary team. The composition of this team varies from program to program, depending on the type of professionals available. To the extent that individuals with specialized knowledge regarding children with emotional/behavioral problems are not available on a regular enough basis to be truly functional members of the team, a district must plan for training large segments (if not all) of the educational staff to assume these roles. Much of the debate regarding who is qualified to do what is rendered moot in this situation. The child's problems are still there and must be dealt with. Given the contention of Wood and Lininger (1981) that centralization of services is not necessarily the best option for these children (i. e., they should be kept as close to home as possible), one can see the need for focusing efforts on building the strongest possible team in the local district. At any rate, this writer agrees with Hoover (1984) that the child's regular class teacher is and will continue to be the most central person in the process. It is here that training efforts must be focused.

In summary, providing adequate services to children with emotional/behavioral problems in rural environments depends on the most effective and efficient utilization of the resources available. In accomplishing this, the individual child is seen as the basic unit of analysis. That is, the child's needs will exist regardless of the services (or lack of services) available and his/her functional ability within the environment will depend on the support the environment can provide. When one begins from this point, the task becomes one of meeting those needs with what is available. The only certainty in the process is that if the needs are not met, the child will create within the school personnel the anxieties and frustrations he/she is experiencing and the functional integrity of the system and all of its components will be compromised. The result of this, ultimately, is that the child is excluded from the system and this cannot be allowed to exist as an acceptable conclusion to the problem.

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Thursday, April 24

3:20-4:50 pm

PROGRAM ABSTRACT

EXTENDED RESOURCE PROGRAM

John Beard
Humboldt Unified SD
PO Drawer A
Dewey, AZ 86327

The Extended Resource Program is designed to meet the needs of those special education students who require a more restrictive environment in order to successfully achieve in school. Through a self-contained, highly structured modality that is academically oriented, this program provides an academic and emotional atmosphere conducive to meeting the needs of these exceptional students.

The objectives of the program are:

1. To facilitate the child's social/emotional adjustment to the school and classroom.
2. To develop and maintain a positive self-esteem.
3. To develop and maintain a sense of responsibility for behavior.
4. To develop and maintain a realistic approach to everyday problems and concerns.
5. To develop and maintain a satisfactory standard of social behavior.
6. To develop realistic goals and objectives.

This program may be utilized for any special education student currently enrolled at the middle school. Through observations, evaluations and recommendations of the student's current special education teacher, this program's teacher and a Child Study Team, a student may be admitted to this program based upon their conclusions.

Once admitted to the program, the student's placement is for four weeks, during which time progress is evaluated, programs implemented and recommendations are made in keeping with the concept of LRE. Placement in the program does not necessarily exclude the child from continued involvement in industrial arts, home economics, physical education or other appropriate electives.

The premise of this program is a level-based system, whereby as the student moves upward, expectations increase and the amount of time in a less restrictive environment increases. A student must successfully complete a minimum four week placement and receive the teacher's recommendation before moving to the first level. From this point, each successive level is attained only when specified criteria are satisfied. Beginning with the first acquisition and continuing through successive levels, one hour of instruction out of the program is granted to the student and criteria for behavior and performance increases, thereby placing more responsibility on the student for his success. The ultimate goal of the program is the student's return to the Least Restrictive Environment.

Thursday, April 24

3:20-4:50 pm

Jim Parks, Facilitator
University of Arizona
Special Education Administration
Tucson, AZ 85721

A panel of university students with disabilities will discuss problems they have encountered at the university, and will also discuss solutions and strategies that can be effective.

Question/answer time will allow the audience to participate in this workshop.

Thursday, April 24

3:20-4:50 pm

HANDOUT #1

PRESENTER: Darryl P. Doss
Principal
Puerco Junior High
P.O. Box 68
Sanders, Arizona 86512

TITLE: Rural Special Education Administrator--
Autonomous Job or Double Duty?

Rural special education administration deserves to be managed with quality personnel and serious intent of purpose. My message to you today is a very stern one. In essence, you must very carefully assess your current program honestly with foresight and fortitude. Many rural special education programs appear to lack serious commitment and know-how on an administrative level. Multifarious reasons could be purported, but I wish only to discuss briefly some major reasons that must be corrected.

1. Public school administrators in general are not qualified to administer a building or district special education program. Solution: Start now to advocate the requirements of an administrative credential in the area of special education and assignment of a special education educator to the position of special education director.

2. Child study and multi-disciplinary conferences are in need of modification and restructuring so to more fully benefit the student and the referring teacher. Solution: Research better models for child study and multi-disciplinary team dynamics which allow for a better professional assessment and intervention of a student's needs.

3. A formal and ongoing process of inservice development for all personnel responsible for special education services is often lacking. Solution: Begin now to coordinate efforts with your school psychologist, speech therapist, occupational therapist and school nurse for the purpose of establishing inservice sessions designed to orientate and inform teachers and administrators about current research and development in the profession. This data should include technicalities concerning tests and interpretations as they relate to the special education student.

During this one-half hour session I have tried to raise some concerns that are serious within the administration of rural special education in our nation's public schools. Not all rural special education programs obviously are inclined to the concerns upon which I have elaborated. Regardless, I feel we must perpetuate a constant vigil for qualify and competent administrative management. Mismanagement of the lives of young people who are subject to our knowledge, instruction and decisions would be a travesty that might well be irreconcilable and permanently damaging, or at best, awkward. The categorical classifications created for the purpose of aiding our children through their educational process must not erroneously label a child nor cause that child less educational opportunities because of it.

Public school administrators must become more cognizant and responsible of their role in special education. This in part means attending staffings, affirming legal mandates, effectively monitoring programs, assisting in placements, aiding instruction, and inservicing special education teachers. The recommendation of a special education director to work in collaboration with a school administrator will do much to strengthen rural special education, command regular classroom teachers' respect and spread its positive impact in rural schools. Anything short of these goals is sheer negligence and insulting to the children of our rural special education delivery system.

HANDOUT #2

PRESENTER: Darryl P. Doss
Principal
Puerco Junior High
P.O. Box 68
Sanders, Arizona 86512

School Board

Superintendent

Special Education Director

Elementary Principal   Intermediate Principal   High School Principal

Elementary Program   Intermediate Program   High School Program

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Valparaiso University
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Related Services - Complex, Confusing, and Changing;

The administrator who assumes responsibility for special education matters must make a number of difficult decisions. One of the most complex and confusing decision areas is that of related services. Decisions about related services are time consuming, can involve large sums of money[1] and carry a probability of protracted legal action.

Despite the inclusion of the concept of related services in the Education for All Handicapped Children Act of 1976[2], pages of regulations[3], and a spate of court decisions reaching all the way to the Supreme Court[4], a readily accessible and universally applicable standard has yet to evolve.

The school administrator who is aware of the statutory language on "related services", the cases brought under the concept as well as the guidelines which can be derived from those two sources is in a stronger position to make the crucial decisions necessary about this complex, confusing and changing mandate.

The purpose of this paper is fourfold. First, the general statutory parameters of related services will be explored. Next several cases, primarily from rural areas, will be described to illustrate the complexity of related services in relation to psychotherapy, medical services, residential treatment and establishing a class for a single handicapped child.

The concept of related services is woven into the very fabric of the Education for All Handicapped Children Act (EAHCA). The Act's pivotal phrase, a "free and appropriate public education" (FAPE), is defined in terms of related services.[5]

This law is lengthy as well as complex. Twenty-four pages are devoted to it in the United States Code. Implementing regulations cover another fourty-four pages in the Federal Register. The definition of "related services" specifies a dozen different services for handicapped children when appropriate:

> The term "related services" means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluative purposes only) as may be required to assist handicapped children to benefit from special education and includes the early identification and assessment of handicapping conditions in children.[6]

Many more services have been contemplated than those listed above.[7] Even Congress realized that the definition was less than perfect.

> The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy), if they are required to assist a handicapped child to benefit from special education.[8]

Such attempts at clarification not withstanding, "The provision of related services by public educational agencies is nearly everywhere scattered, haphazard and problematic."[9] According to a National Needs Project report:

> Few aspects of Public Law 94-142 or the subsequently promulgated regulations have created more controversy than references to the provision of related services for handicapped children.[10]

That such controversy should arise is understandable, for despite its length and involved definitions and regulations, the EAHCA is hardly a model of legislative clarity. In fact, many times it provides only minimal assistance in actual situations to either school administrators or judges who must attempt to ascertain the requirements of the law.

An example of such minimal assistance can be found in the Matter of "A" Family.[11] In this case, the Montana Supreme Court undertook to determine if psychotherapy was a related service. The court discovered that, "The word 'psychotherapy' is not specifically mentioned in the federal statutes or regulations."[12] The justices, therefore, turned to Webster's Seventh New Collegiate Dictionary (1965) for a definition. They subsequently determined that in this case psychotherapy could be considered a related service.

Psychiatric care was litigated in several other important decisions in addition to the one just quoted. There are several reasons why school districts find themselves in court over this issue. The definition of what constitutes psychotherapy can vary greatly from state to state. Some states limit the delivery of psychotherapy to only licensed physicians (psychiatrists), while in other states the service may be provided by psychologists, social workers, and others.

Secondly, psychotherapy is usually very expensive. Both parents and school districts are often reluctant to assume such a financial burden. Finally, there is an ongoing dispute whether such a service is a bona fide educational one for which the district is liable or whether it is, in reality, a medical service for which the district would not be liable unless it is for diagnostic and evaluative purposes only.[13] For all these reasons psychiatric services is an aspect of related services that rural educators cannot afford to ignore.

A federal judge in Max M. v. Thompson[14] ruled that psychotherapy and similar psychological services that can be provided by social workers, psychologists and guidance counselors fell under the related services provision of the act. According to the judge, to hold otherwise would mean that if a service is provided by a physician it is a medical service and therefore not a reimbursable service but when provided by a school nurse it is a related service and therefore reimbursable.

On December 10, 1984 the Supreme Court denied certiorari to T.G. v. Board of Education.[15] In T.G. the school board allegedly agreed to an Individual Education Plan (IEP) under which an eleven-year-old boy was promised school district payment for psychotherapy at a special day school for the emotionally disturbed. The district court found the psychotherapy to be a permissible related service. The circuit court affirmed.[16] In this case the psychotherapy was actually provided by a MSW staff member under the supervision of a psychiatrist.

A federal court did however, deny reimbursement for psychiatric services rendered by a licensed physician at a psychiatric hospital in the case of Darlene L. v. Il State Bd of Education.[17]

As illustrated in the discussion above the boundary between a medical service and an educational service is often an elusive one. Courts, however, have been forced to define this boundary in several instances. The location of this boundary is of special significance to those working in rural and sparsely populated areas where access to comprehensive medical care is often restricted by time, distance, and weather.

Clean intermittent catheterizaton (CIC) is a relatively uncomplicated procedure to empty the bladder. It can be learned by a layperson with less than an hour of training. After a child has reached the age of eight or nine, she can perform the maneuver herself. CIC has been ruled a related service in two significant cases, Tatro[18] and Tokarcik.[19]

Amber Tokarcik, a child of normal intelligence, required CIC every three or four hours due to complications of spina bifida. The Forest Hills School District denied the parents' request to provide the service on two counts. First, Pennsylvania state law did not require school nurses to perform catheterization. Secondly, the only "special education" that Amber received was adaptive P.E. and since CIC was not necessary for that activity, it could not be a related service.

The district court, upheld on appeal, ruled that CIC was indeed a related service. The Appeals court held that contrary to the schools argument, special education under the EAHCA can include regular classroom instruction[20].

Tatro, a case with a similar fact situation was argued before the Supreme Court. The high court affirmed the principle set forth in Tokarcik: CIC can be a related service for a handicapped child.

While the high court did not set down absolute guidelines for measuring the legality of related services, it did nonetheless, provide some markers. First, the student must be considered handicapped under the Act. Secondly, the service must be needed during the time school is normally in session. Finally, the service must be one that can be performed by someone other than a physician.[21] Considerable comment followed this decision.[22]

The complexities of the just discussed areas of psychotherapy and medical services are often included in a third disputed related service: residential placement. The need for such placement is often relatively rare in rural areas. Yet, the expense, the distances involved and the concerns of the family make it a service with which the administrator should be acquainted..

For example, in Papacoda[23] a federal court ordered the state of Connecticut to pay the full cost of an emotionally disturbed child's residential school placement,[24] including room, board and psychotherapy. Similarly, in Kruelle[24] a federal Appeals court found that a severely retarded child with concomitant emotional overlays was entitled to residential care and that such care was the responsibility of the state of Delaware.[25] In a more complicated fact situation, Parks v. Pavkovic[25], an Appeals court held invalid a state law which forced parents to pay for a significant portion of a handicapped child's residential care.

Contrarywise, a California court found that the Los Gatos School District was not liable for the residential placement and treatment within a hospital setting for an emotionally ill high school girl who was treated by a physician for schizophrenia.[26] The court reasoned that the student was hospitalized primarily for mental problems and that such placement and treatment involving medical services were not allowable as related services under the EAHCA.[27]

In the case of McKenzie v. Jefferson[28] the court agreed with the plaintiff school district that while the district was responsible for the day school educational program and related services of an emotionally disturbed child, it was not fiscally responsible for the hospitalization of the same child at a private psychiatric hospital because the hospitalization was for medical not educational reasons.

A Georgia court found that psychiatric and residential services provided by a hospital were not related services under the EHCA for a teenager whose parents had unilaterally hospitalized him. The student's hospitalization was for behavioral and emotional reasons. The court held that special academic instruction was neither needed nor provided for the boy.[29]

Another federal court decision involving residential placement due to emotional disturbance is Christopher T. v. San Francisco Unified School District.[30] In this class action suit, the parents of two emotionally disturbed boys, Douglas M. and Christopher S. alleged that they went through dependency hearings, believing that only by making their sons legal wards of the court could residential treatment costs be paid for by the state.

The school district contended that the boys' placement was fundamentally for social and emotional reasons not educational, therefore the school district was not responsible for tuition. The court ordered the district to assume costs associated with the residential placement; "That residential treatment such as that sought by Douglas and Christopher may be available as a related service under the Act is indisputable."[31]

On May 8, 1985 a consent judgment was entered into stemming from preliminary injunction noted above.[32] The judgment stipulates, among other matters, that not only will the parents be reimbursed for room, board, and any tuition expenses, they will also be reimbursed for such related services as transportation and psychotherapy.

A final subject of broad concern in rural special education revolves around establishing a class for a single handicapped child, especially if a suitable class exists only a short distance away.

In the case of Pinkerton v. Moye[33] Charlotte Pinkerton, mother of 12 year old Andelena Pinkerton, brought suit to force the school board to create a self-contained LD class at Woolwine Elementary School where the child would have attended except for her learning disability with an emotional overlay. The mother maintained that the Woolwine program was necessary to insure an appropriate educational placement for Andelena.

The school board argued that it had an appropriate self-contained program at Stuart School which was approximately six miles further from the Pinkerton home than Woolwine. The county school board's decision was based on the central location of Stuart School and budgetary considerations.

The court ruled that the special needs of a handicapped child had to be balanced against the competing interest of economic necessity. The county did not have to provide a self contained LD program at Woolwine. It did have to provide alternative transportation to the program at Stuart because of the extra time it would have taken the girl to ride the regular bus routes.

Conclusion

The topics and cases described above were part of a larger study describing and analyzing over twenty federal court cases brought under the related services concept.[34] From that study and the discussion above, a number of practical guidelines can be drawn for school administrators.

1. The first is the most obvious. If a contemplated service is specifically listed in the appropriate regulation[35] and the child involved meets necessary criteria, then the service will be legally firm.

2. Other services are permissible if they are required to assist a handicapped child to benefit from special education and may include artistic, cultural programs, music therapy ,and dance therapy.[36]

3. If a contemplated service meets neither of the above criteria, it may be a related service under the Act if declared so by a federal court. This guideline is qualified because only a Supreme Court decision is binding upon the entire country. An Appeals court decision is binding only in its circuit; it is merely persuasive elsewhere. A district court decision is binding only in that district but may be persuasive in others.

4. Decisions rendered at judicial levels lower than the federal courts may provide guidance outside their immediate jurisdiction but do not speak with the authority of federal regulations or federal court opinions. Examples would include chiropractic services or detoxification.[37]

5. If a state rule or regulation is more restrictive than those found in the EAHCA, then the federal rule prevails.

6. If the district agreed to the IEP then it is liable for the services described therein.

7. If parents reject a proposed IEP and then unilaterally place a child into a private setting, reimbursement may be available to the parents should the private setting prove the most appropriate.[38]

8. The district is almost certainly liable for all costs associated with an institutional placement unless it can be proven that the child so placed is not handicapped or that the placement (a psychiatric hospital, for example) is for medical rather than educational purposes.

9. "Psychotherapy" will probably be considered a related service by the courts unless one of the following conditions is met:

   a. it was arranged for unilaterally by the family
   b. it is directly provided by a physician (psychiatrist) during a hospitalization (institutionalization) for other than educational reasons.
   c. it is not an integral part of the program at a placement made for educational reasons.

10. If a service is necessary so that a child can attend school and if that service can be provided by a school nurse or layperson with minimal training then it is likely that said service will be declared a permissible related service.

11. The courts will not countenance the school district "passing the buck" to other state agencies or to parents in an attempt to avoid their clear responsibility to provide related services to handicapped children.[39]

12. Except for those instances in which the child's health or safety might be compromised the courts will not permit suit to be brought until the plaintiff exhausts administrative appeals as provided for in the Act.

13. Courts will, however, permit suit to be brought if the pursuit of administrative appeals will clearly be futile.[40]

14. It is doubtful that parents who go to court seeking access to related services or who challenge particular programs or placements will be awarded attorneys' fees.[41]

15. Courts recognize that since *Rowley*[42] a free and appropriate education does not mean that the district must provide the best education or that the child's potential must be maximized by including particular related services.

Given these conclusions, how can the administrator in a rural area best provide for related services? Following are some suggestions.

Before the administrator agrees to have a related service written into an IEP she should be sure that the school district has a plan in place to provide such a service. In order to formulate a successful plan, the administrator must be aware of *all* funding sources. These sources might include county, state and federal sources. Belonging to several professional groups and maintaining links with authoritative persons in the statehouse as well as the county courthouse and the local health care facility are three ways to stay current with funding and service options.

Secondly, state of the art technology can also be helpful. Adaptations for the personal computer for the visually impaired, hearing impaired and physically handicapped can make instruction in the LEA a reality. The local access channel of the cable company is often underutilized. Therefore the channel can be used for student instruction as well as teacher inservice. SpecialNet with its rural bulletin board is an excellent, accessible resource.

Rural areas have a rich history of volunteer work, Tapping into this resource may mean that related services can be provided by trained volunteers under the supervision of an itinerant specialist.[43]

Fourthly, the administrator needs to be an advocate. Positive changes for delivery of related services, especially funding, can be achieved through legislation. This means developing contacts with state legislators, advocacy groups and parent groups. Since it is likely that local chapters of national advocacy groups will not exist, the administrator's task may be either to put parents in touch with the appropriate agency and/or to form a "generic" local parents organization including a number of handicaps.

Finally, it is obvious that inter-district co-operatives and regional intermediate units have had notable success in providing special education assistance in rural areas. In reality, however, these groups are often tenuous due to petty politics, superintendents' egos, and school board bickering.

Although related services are a confusing, complex, and changing concept there are guidelines which the prudent rural administrator can follow to make a plausible and defensible decision. There is no guarantee, of course, that a federal court will ultimately find that decision either as plausible or as defensible as did the administrator.

Endnotes

1. In *Clevenger v. Oak Ridge School Board* 774 F. 2d 514 (6th Cir. 1984) the court ordered the state of Tennessee to fund placement for a severely emotionally disturbed teen-ager at a Texas facility costing $88,000 per year. The staff of an instate facility ($55,000/year) favored by the LEA, declared their institution not suitable.

2. Public Law 94-142.

3. for example, 20 USC 1401 (17) and the *Federal Register* of August 23, 1977.

4. *Irving Indep. School Dist. v. Tatro*, 104 S. Ct. 3372 (1984); *Piscataway Board of Education v. T.G.*, 205 S. Ct. 592 (1984), cert. denied, 738 F. 2d 420 (1984); *Katherine D. v. Hawaii Dept.of Education*, 105 S. Ct. 2360 (1984) cert. denied, 727 F 2d 809; *Tokarcik v. Forest Hill School Dist.*, 102 S. Ct. 3508 (1982), cert. denied, 665 F. 2d 443 (1981).

5. A free and appropriate education means:

> Special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 614 (a) (5). Sec 602 (18).

6. 20 USC 1401 (17).

7. for example: music therapy can be a related service, EHLR 502:129 Cal. July 25, 1980; detoxification has been ruled a related service, 3 EHLR 501:123, Mass 1979; chiropractic treatment, visual therapy, counseling for parents have all been litigated; (see Malakoff, Ed., *Schools and the Law of the Handicapped*. Washington, D.C. National School Boards Association 1981).

8. *Federal Register* August 23, 1977 p. 42480.

9. Trott, D. *Focus on Special Education Legal Practices*, 1981, 1.

10. Grosenick, Huntze, et. al. *National Needs Analysis in Behavior Disorders: Psychotherapy as a Related Service*. University of Missouri, Columbia: Project on National Needs Analysis in Behavior Disorders, May, 1982.

11. 602 P 2d 157 (1979).

12. at 165.

13. see n. 6.

14. 592 F. Supp 1450 (N.D. Ill 1984).

15. see n. 4.

16. 738 F. 2d 425 (3rd Cir. 1984);576 F. Supp (D. NJ 1983).

17. 568 F. Supp 1340 (N.D. Ill 1983).

18. see n. 4.

19. ibid.

20. 3 Ed Law Rept 806.

21. The Special Educator, 1, 1985, p. 10.

22. see, for example, Fearen, W. "Catheterization-School District Mandates Expanded Under 94-142." 3 Ed Law Rep. 803-809.

23. Papacoda v. State of Conn. 528 F. Supp. 68 (D. Conn. 1981).

24. Kruelle v. New Castle City School District, 642 F. 2d 687 (3rd Cir. 1981).

25. 536 F. Supp. 296 (N.D. Ill. 1982).

26. Los Gatos Joint Union High School Dist. v. E. Doe et. al. 1984-1985 EHLR DEC. 556:281 (N.D. Cal. 1984).

27. see also Ahern v. Keene, 593 F. Supp. 902. (D. DE.1984)

28. 556 F. Supp. 404 (D.D.C. 1983).

29. Wendell H. v. McDaniel, 1984-85 EHLR DEC 556:172.

30. 553 F. Supp. 1107 (D.C. Cal. 1982).

31. at 1118.

32. 1984-85 EHLR DEC 556:427.

33. 509 F. Supp. 107 (W.D. Va 1981)

34. Kaatz, S. "A Description and Analysis of Federal Court Decisions Issued Under the Related Services Provisions of the Education for All Handicapped Children Act." (unpublished doctoral dissertation, University of Minnesota, 1985).

35. 20 USC 1401 (17).

36. Federal Register August 23, 1977, p. 42480.

37. see n. 7.

38. Burlington School Committee v. Dept. of Education, 105 S.Ct. 1966; Hooker, C. "Court Upholds Reimbursement for Unilaterally Obtained Private Special Education." (Ed Law Rept., in press).

39. for example, Christopher T. (n. 30).

40. Cox v. Brown 498 F. Supp 823 (D.D.C. 1980).

41. Smith V. Robinson, 104 S. Ct. 3457 (1984); EHLR Analysis 1984; SA-22; Valente, W. "Smith v. Robinson-Confusion Clarified?" 22 Ed Law Rept. 693-697.

42. Rowley v. Board of Education of Henrick Hudson Central School Dist., 102 S. Ct. 3034 (1982).

43. issues of the National Rural Research Newsletter have useful ideas, in particular Winter 1981, 2(2) and Fall 1982 4(1).

Cheryl Kolesien, Virginia Fish
Special Touch Preschool
558 East 2nd, Box 1191
Powell, WV 82435

"Family Support Groups and Activities"

Special Touch Preschool serves children birth through 5 years of age in Region 1, which is the largest human service region in the State of Wyoming. The area encompasses 12694 square miles and has a total population of approximately 50,000. At the present time the region serves a population of 110 handicapped children in homebound programs or at four centers located throughout the region.

The parent program is one of the priorities of the region utilizing the services of one full time outreach worker and one part time worker. Parent activities include two annual orientation programs in each center, parent support groups, a monthly newsletter for parents, an annual newsletter for parents and members of the community, ongoing parenting classes, home visits, and home goals on each child's individual educational plan. Parents also comprise a minimum of one third of the board of directors. In addition parents are involved in the center in a variety of activities including fund raising, classroom participation, field trips, parent library, making public presentations and contributions to the newsletter. Parents are also active in attending workshops, participating in an annual legislative dinner, touring state facilities which may offer future placement, special olympics, and classes in such areas as sign language.

All of these acitivities have built a core of communication and positive relations with the parents in our program. Homebound programs utilize parents as teachers of their children and parents are encouraged to observe and participate in classrooms. Despite the fact that many parents live a great distance from any center, participation has been very strong.

Within the framework of a one hour workshop, we would like to discuss and share techniques and processes to encourage parent participation, develop positive communication lines and strengthen parent involvement. The program will include ideas applicable to a variety of programs and demonstrate the use of a variety of professionals.

The workshop will include a thirty minute presentation of materials and techniques followed by discussion and interaction to provide individuals with constructive ideas to apply to their own unique situations. Information will be provided all participatants including sample communications to parents, parent group organization techniques, sample interest surveys for parents and sample evaluation forms.

BEST COPY AVAILABLE

Earth Education: Programs for Outdoor Learning

Earth Education is the process of helping people live more harmoniously and joyously with the Earth and its life. The two hour Earth Education Interest Session will focus on the following objectives:

(1) Ecological concepts are too important to be left to chance lessons, talks or activities.

(2) Earth education should be a part of every school curriculum, youth program and adult organization.

(3) Feelings for the natural world combined with increased understandings about natural systems form the foundation for positive environmental action.

(4) Earth education is a serious task, but getting to know the earth should be a lifelong adventure full of wonder and joy.

Following the introduction of these objectives, participants will actually be involved in an hour long outdoor activity that demonstrates how to utilize our materials. This particular activity focuses on perceptual and sensory awareness.

The session will conclude with a slide show of a complete program developed by the Institute, a look at other programs available, how to implement the programs and a question/answer period. Materials will be available to examine, take home, and purchase.

Our programs and activities are focused, sensory, hands-on, and deal with bringing abstract concepts into the concrete. Using this approach we have been able to reach special populations as well as the "normal" student.

In many ways our programs and activities are easier to implement in rural areas than in urban settings. Many rural schools are surrounded by natural settings that are rarely utilized -- all the learning time is spent in the bulldozed school area. Our techniques and activities are easy for teachers to implement and can then be used in the [illegible] settings. As a not-for-profit organization, the Institute for Earth Education is [illegible] to developing complete [illegible]

Presentor: Dr. Thomas P. Lombardi
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Title: PARENTS' OPINIONS OF AND POTENTIAL INVOLVEMENT IN RURAL SPECIAL EDUCATION PROGRAMS

Thursday, April 24

3:20-4:50 pm

Abstract

Parents of special needs students were sent a 12 item questionnaire to determine their assessment of special education programs and teachers as well as their willingness and preference for training. There was a 39% rate of return with 851 parents responding. The results indicated greater satisfaction with teachers than programs. Seventy-two percent of the parents desired training with preference given to skills which will aid academic development (e.g., study habits) rather than non-academic development (e.g., improving the child's self concept). Differences from this trend were noted when categorical analyses were considered.

Parent action has, over the years, tremendously influenced the availability of special education programs for special needs students. The results of their involvement have seen many court victories and much legislation passed. Without question, the passage of Public Law 94-142, the Education of All Handicapped Children Act, has become a milestone in the annals of public education. For the first time, federal law mandates education and training services for all special need students from ages 3 to 21 unless there is a conflicting state law. Many states have gone beyond this age range. Some requirre special education programs from birth; others have extended them to age 25. Key features of all these educational mandates revolve around the parent's right to have input into the educational process from identification of special needs to evaluation that these special needs are being met. Less pronounced are the parent's responsibilities in the educational process (Colongelo & Dettman, 1983).

Many parents feel they would like to become more active in the educational process, but are unsure exactly how their special needs child is functioning at school (Abramson, Voshida, Wilson, and Hagerty, 1983; Colongelo and Dettman, 1983). In a recent study, Cone, Delawyer, and Wolfe (1985) reported on three types of involvements for parents of special needs students according to the teachers. They are participation in the special education process, contact with the teacher and transporting their child to and from school.

Implications from these studies pose some interesting questions for investigation. Are parents willing to attend training programs so that they can eventually become more involved in their special child's program? If yes, what type of training would they like to receive? Are they satisfied with their child's special education program? Are they satisfied with their child's special education teachers? Are their relative differences of opinion as a result of the age of the special needs student, length of time he has been in special education, and/or the category for his exceptionality?

The answer to these and related questions served as the foundation for a survey to assess parent's perceptions of and willingness to participate in rural school programs for their special needs children.

THE SURVEY

This survey was conducted during the second semester of the 1984-85 school year at West Virginia University. Its major purpose was to aid rural school districts in determining the percentage of parents of special education students who desire parent training, the preference for the type of training, and the parents' overall perceptions of the special education program.

In order to assess variance in parental opinions, the survey items asked for the age of the student, type of exceptionality and the number of years he/she has received special education services. Except for age, the 12 questions utilized the combination of a yes-no format and a 5 scale Likert rating. Parents were given suggested training programs to choose from but were also allowed to offer their own suggestions (see Table 1).

There were four school districts from West Virginia participating in the survey. They were all rural but included both a small college and university town. Special education directors chose the population the questionnaires were sent to as well as the method of dispersal. Two counties sent questionnaires to all parents of special education students. The other two counties used a random selection. The questionnaires were sent by the following two methods: 1. they were sent home and returned by the students, or; 2. they were mailed to the homes by the county special personnel and returned by stamped, self-addressed envelopes.

There was a 39% rate of returns with 851 parents responding from the 2183 questionnaires sent. The mean age of the students represented was 11 years. Of the 851 students, 36% were specific learning disabled, 22% had speech or language disorders, 20% were gifted, 7% were considered multiply handicapped, 6% were educable mentally impaired, 4% were behaviorally disordered, 1.5% were trainable mentally impaired, 1% were hearing disordered, .7% were physically handicapped, .7% were profoundly mentally impaired and .6% were visually impaired.

Fifty-five percent were enrolled in elementary programs and 45% were enrolled in secondary programs. The mean number of years receiving special education services was 3.5 years.

RESULTS

Rating of the overall program

The programs representing all categories of exceptionalities were rated as excellent or good with good being the most frequent response. With recognition of the low incidence in certain categories, such as the visually impaired, and hearing disordered, the strength of certain categorical ratings would have to be broadly interpreted (Table 2). For example, 11% of the parents of the hearing disordered rated the program poor. However, this poor rating was from one parent's perception.

TABLE 2

Program (Percentage) Ratings By Categories

	Excellent	Good	Average	Fair	Poor
Learning Disabilities	38%	49%	8%	2%	2%
Behavior Disorders	38%	54%	4%	0%	4%
Educable Mentally Impaired	24%	52%	13%	9%	2%
Trainable Mentally Impaired	27%	27%	36%	9%	0%
Profoundly Mentally Impaired	17%	33%	33%	17%	0%
Gifted	21%	55%	13%	6%	4%
Visually Impaired	40%	40%	0%	20%	0%
Hearing Disordered	22%	68%	0%	0%	11%
Speech & Language Disorders	36%	46%	13%	3%	2%
Physically Handicapped	50%	50%	0%	0%	0%
Multiple Handicapped	47%	35%	14%	5%	0%

The teachers received more excellent ratings than good, as a result their rating was higher than the overall program rating. There was no significant difference between the number of years the children were in special education and the rating of the program. The majority of the responses were above average for all years in the program. There was no significant difference between the number of years in special education and the rating of the teachers. The majority still rated the teachers higher overall than the programs. Ninety percent of the parents indicated they understood the forms and terminology used during the Placement Advisory Committee (PAC) meeting. Eighty-one percent of the parents felt comfortable confiding in their child's teacher about personal events that could affect their child's school performance. Many parents felt they had sufficient communication with the teachers. Still the majority felt communication should be increased.

Training Preference

There was a slight decline in interest in parent training with increased number of years their child was in special education. Seventy-two percent of the parents were interested and willing to participate in parent training programs. Approximately 76% of the parents who had children 12 or younger desired training; 63% who had children over 12 desired training. The parents' priorities for training were as follows: 52% improving study habits, 43% aiding academic growth, 36% improving child's self concept, 26% managing child's behavior, 4% indicated another preference other than the above mentioned. Approximately 52% felt they would like to talk to teachers more; 48% did not feel it was needed. Specific data on desire and preference for parent training based upon categories of exceptionalities can be seen in Table 3 below. Many parents checked more than one training preference.

TABLE 3

Training (Percentage) Preference By Categories

Category	No	Yes	Managing Behavior	Aiding Academic Growth	Inproving Child's Self-Concept	Improving Study Habits	Other
Learning Disabilities	34%	66%	26%	36%	29%	65%	4%
Behavior Disorders	21%	79%	65%	35%	61%	48%	0%
Educable Mentally Impaired	39%	61%	20%	36%	44%	56%	0%
Trainable Mentally Impaired	0%	100%	42%	42%	58%	42%	25%
Profoundly Mentally Impaired	17%	83%	80%	20%	20%	20%	0%
Gifted	24%	76%	12%	69%	37%	36%	5%
Visually Impaired	0%	100%	0%	60%	0%	60%	0%
Hearing Disorders	38%	62%	0%	40%	60%	60%	0%
Speech & Language Impaired	26%	74%	31%	37%	43%	51%	4%
Physically Handicapped	40%	60%	0%	33%	67%	33%	0%
Multiple Handicapped	24%	76%	28%	33%	26%	56%	2%
TOTAL %	28%	72%	26%	44%	36%	52%	4%

CONCLUSIONS

The following implications and interpretations were derived based on a statistical analysis of the data obtained in the survey. They are suggested as aids to those concerned with determining needs and parameters for parent training and possible modifications for current programs.

When the child has been in special education for a long tme, it appears that the parents may actually become slightly less interested in being involved with their child's program. This trend has been manifested in at least one other study (Cone, 1985). Perhaps this trend will be altered as school programs offer parent training when the child is first placed in special education. Periodic assessment of parental training needs should be conducted in order to update parent training programs and prevent parent burn-out.

Many parents are more interested in training programs that pertain directly to academic rather than nonacademics topics, such as improving study habits rather than improving the self concept. This finding is indeed interesting since few commercial parent training packages and workbooks give direct instruction on how parents can aid academic skill development. It is important to note that specific categorical priorities were not always consistent with this trend. For example, managing behavior was the number one priority of parents of children with behavior disorders.

The parents expressed satisfaction with the teachers of all exceptionalities. However, some felt their communications with teachers should be increased. It would seem important for teachers to have good communication skills and strategies.

The parents seem to understand the forms and terminology as well as the procedures used at the Placement Advisory Committee (PAC) meeting. They are satisfied with the programs since the majority rated them above average. Major modification of the overall current programs for these four rural county school systems does not seem to be indicated at this time. What is needed are opportunities for parents to receive training in the areas of preference they feel are important.

Similiar surveys of parents' opinions and potential involvement in special education programs should probably be conducted in all of our school systems. Similar information obtained could provide the foundation for a home-school partnership for supporting quality special education.

REFERENCES

Abramson, M., Wilson, V., Yoshida, R. and Hagerty, G. "Parents' perceptions of their learning disabled child's educational performance, Learning Disability Quarterly, 1983 (Sept.), Vol. 6 (2), 184-194.

Colangelo, N. and Dettman, D. A review of research on parents and families of gifted children. Exceptional Children, 1983 (Sept.), Vol. 50 (1), 20-27

Cone, J., Delawyer, I. & Wolfe, V. Assessing parent participation: The parent family involvement index. Exceptional Children, 1985, Vol. 51 (5), 417-424.

Table 1
Parent Questionnaire

1. What is your child's age?_______________

2. What is your child's special education classification? (check one)
____Learning Disabled ____Behavior Disorder ____Educable Mentally Impaired
____Trainable Mentally IMpaired ____Profoundly Mentally Impaired
____Gifted ____Visually Impaired ____Hearing Disorder
____Speech and/or Language Impaired ____Physically Handicapped
____Multiple Handicapped

3. What type of special education service configuration does your child receive?
____self-contained class ____resource room ____regular class with consultation
____other (specify)_____________________

4. Approxomiately how long has child been getting special education services?_________________________________

5. During the Placement Advisory Committee Meeting were you given an adequate explanation of special needs your child has?
_____YES _____NO

6. Overall, how would you rate the special education services your child receives?
_____Excellent ____Good ___Average ____Fair ____Poor

7. Do you think it would be helpful if you could talk to your child's teacher more?
_____YES _____ NO

8. Do you feel comfortable telling your child's teacher about personal events that may affect your child's school performance?
_____YES _____NO

9. Do you understand the forms and terms used by your child's teacher whenever he/she discusses education plans for your child?
_____YES _____NO

10. If we were able to offer some parent training programs to aid you in being more active in your child's program, would you be willing to attend?
_____YES _____NO

11. If yes, which of the following would you feel is the most important to offer parent training.
_____managing child's behavior ____aiding academic growth
_____improving child's self concept _____improving study habits
_____other:____

12. How would you rate your child's teachers overall?
_____Excellent _____Good _____Average _____Fair _____Poor

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Trainable Mentally Impaired	0%	100%	42%	42%	58%	42%	25%
Profoundly Mentally Impaired	17%	83%	80%	20%	20%	20%	0%
Gifted	24%	76%	12%	69%	37%	36%	5%
Visually Impaired	0%	100%	0%	60%	0%	60%	0%
Hearing Disorders	38%	62%	0%	40%	60%	60%	0%
Speech & Language Impaired	26%	74%	31%	37%	43%	51%	4%
Physically Handicapped	40%	60%	0%	33%	67%	33%	0%
Multiple Handicapped	24%	76%	28%	33%	26%	56%	2%
TOTAL %	28%	72%	26%	44%	36%	52%	4%

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Author: Thomas P. Lombardi, Ed.D., FAAMD
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West Virginia University

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CONCURRENT SESSIONS
FRIDAY, APRIL 25
9:10 - 10:10 AM

Friday, April 25

9:10-10:10 am

Presentors: Loreta Holder, Ph.D.
Professor, Area of Special Education
P.O. Box 2592
University, AL 35486

Betty Wells, OTR
Primary Children's Medical Center
691 Vine Street
Salt Lake City, Utah 84107

Martha Cook, Ed.D.
RISE Program
P.O. Box 2592
University, AL 35486

Title: THE RISE COMPUTERIZED CHECKLIST

Introduction

RISE is a comprehensive, center-based program serving motorically impaired/delayed infants ranging in age from birth to three years. The infants are typically diagnosed as having cerebral palsy, spina bifida, Down's Syndrome, or developmental delay. The program is located on the campus of The University of Alabama. Infants are provided comprehensive services in the areas of: gross motor, fine motor, social, self-help, cognitive, and language development. Emphasis is placed on physical management, a system of positioning, handling, and facilitation techniques which enhance the overall development of the motorically impaired/delayed infant. The RISE Computerized Checklist and Curriculum was developed as a result of 10 years of demonstration activities using the physical management programs; and is a valuable tool for use in the rural pre-school programs, developmental centers, and school systems which must rely on the services of the consulting therapist.

Description

The Rural Infant Stimulation Environment (RISE) Computerized Checklist (RCC) was developed to address the need for an assessment instrument that could be used to track the development of children who are motorically impaired/delayed and provide an efficient method for assessing special needs of these children. Specifically, the RCC was designed to be utilized with children who (a) have deficits in motoric functioning; (b) or have been diagnosed as developmentally delayed; and/or (c) exhibit hypotonia (low muscle tone), hypertonia (high muscle tone), and/or (d) abnormal movement patterns (e.g., cerebral palsy). The RISE Computerized Checklist is cross-referenced with a computerized curriculum to supplement the assessment instrument with therapeutic classroom activities and objectives.

TABLE 1
RISE CHECKLIST - DEVELOPMENTAL
AREAS AND ITEM CONTENT

Area of Development	Number of Items
*Physical Management	17
*Reflex Integration	12
*Reflex Development	16
**Oral Motor Development	11
Total RCC Item Content	56

*Section that must be administered by a registered occupational therapist or a licensed physical therapist.
**Section that must be administered by a therapist who has had training in pre-speech and feeding techniques (oral-motor development).

The RCC was developed to be used by therapists to provide specific programming information to parents, paraprofessionals, and professionals. The Physical Management section provides information that includes: (a) positioning and handling techniques for children who are motorically impaired/delayed; (b) precautionary measures that should be observed with the children who have specific types of handicapping conditions, e.g., epilepsy, hydrocephalus; and (c) equipment needed for children with specific types of handicapping conditions.

The Reflex Integration section is designed to assess those reflexes that are present at birth or appear within the early months of life in the non-handicapped infant. These reflexes typically are integrated into movement patterns that lead to higher level responses.

The Reflex Development section is composed of those reflexes described as righting reactions and equilibrium reactions. Normal development of these reflexes occurs at various stages from 1 month to 18 months of age.

The Oral Motor section is designed to assess the child's oral motor development and feeding patterns. Oral reflexes generally should be integrated and/or developed by 7 months of age.

The RCC is computer-printed and contains scoring instructions for recording the assessment information. Many available assessment instruments have been designed to be utilized in a subjective manner. In some respects the RCC exhibits a degree of subjectivity; however, it is specifically designed to provide a greater degree of objectivity in the assessment of motor development of infants.

Reliability

An interrater reliability study of the reflex sections of the RCC was conducted by Taylor (1980), who utilized two motor specialists and a sample of 24 handicapped and six non-handicapped children. The ranges of resultant correlation coefficients for the various reflex sections indicated a significant degree of interrater reliability: (a) Reflex Integration (r = .75 - 1.00; median r = .96); (b) Oral Motor Development (r = .84 - 1.00; median r = .98); Interpretation of the results of Taylor's (1980) investigation led the test developers to reconsider reflexes that were assessed on the original instrument. After reviewing the literature and consulting with numerous experts in the field of reflex testing, only those reflexes that were considered to be critical to the normal development of the child by a concensus of experts and which were supported by significant interrater coefficients were retained for the present instrument.

Qualifications of the Examiner

The Physical Management, Reflex Integration, and Reflex Development sections of the RCC should be administered by a motor specialist, i.e., occupational or physical therapist who has have training in the neurodevelopmental treatment (NDT) approach. Training in NDT is of paramount importance in order to ensure correct implementation of the Developmental Physical Management section of the curriculum, which is based heavily on the Neurodevelopmental Treatment Approach. Reflexes are used as a general basis to objectively identify those abnormal responses associated with motoric impairments/delays and not as a direct basis for treatment. The therapist who has a knowledge of NDT and normal and abnormal development can utilize the information derived from the reflex testing sections of the RCC to individualize developmental physical management programs for each child.

The Oral Motor section should be administered by a speech/language pathologist who has had training in oral motor development. Prior to administering any portion of the RCC, the examiner should become familiar with the assessment procedures and materials. Several practice administrations may be indicated for the examiner who has had limited exposure to this type of assessment instrument.

RISE Curricular Units

The RISE Computerized Curriculum is a collection of instructional units which correspond with each item on The RISE Computerized Checklist. The instructional units are divided into four areas: Physical Management (PM), Reflex Integration (RI); Reflex Development (RD); and Oral Motor (OM). The purpose of the units is to provide the teacher, paraprofessional or parent with systematic, developmental guidelines for daily care and management of the motorically delayed/impaired child. The instructional units are interrelated and cannot be utilized in isolation. The qualified therapist must complete the RISE Computerized Checklist on each child and select the appropriate units. The instructional units will serve as guidelines for program implementation by the teacher, paraprofessional or parent. Implementation of the RISE Computerized Curriculum cannot be viewed as a rigid, structured process. The individual needs of the child may necessitate alterations of the instructional unit by the qualified therapist. The therapist must frequently consult with the implementor and monitor program implementation. In order to facilitate communication, a glossary lists various terms of position and movement which are described in the instructional units.

The RISE Computerized Checklist should be readministered at least every six months to assure that appropriate programming is provided. It must be remembered that the infants may make changes in motor development as intervention strategies are implemented. As those changes occur, reevaluation may be necessary more often.

Since all of the units are designed to meet the individualized motoric needs specific to each child and can be easily addressed by an immediate caregiver (i.e., teacher, parent, other family member) who has had training in developmental physical management techniques, specific hands-on training must be provided to the caregivers (teachers, paraprofessionals, etc.) to insure adequate implementation of the suggested intervention strategies. For example, the instructor must be able to position and handle the child and affect muscle tone before attempting any movement activities.

Although reflex assessment is included as a means of further defining the movement patterns observed in infants/children with motoric delays, the purpose for assessment is not to "treat" reflexes but to inhibit those movement patterns that are strongly influenced by the presence of such primitive responses.

Activities presented are designed to allow the active participation of the child rather than to prescribe passive exercises to be done to the child. By inhibiting the abnormal movement patterns produced as the child uses abnormal muscle tone or delayed reflexes functionally, the child is able to actively participate without interference from these associated reactions.

Replication

The RCC provides a practical model for replication in rural settings. The nature of the assessment and programming process facilitates the transdisciplinary approach. Additionally, the model is best utilized in rural areas where full time physical, occupational and/or speech therapists are unavailable. The role of the therapist is fourfold: to complete assessments, to select appropriate curricular units, to train personnel and finally, to monitor implementation. The classroom teacher, teacher aide and parent are responsible for daily implementation of physical management procedures. The implementation of this model maximizes direct service delivery and minimizes program costs.

Friday, April 25

9:10-10:10 am

Presentor: Jerry F. White
Chief, Program Administration and Evaluation Branch
Division of Special Education
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

TITLE: SEA PREPARATION FOR SEP COMPLIANCE REVIEW: RECOMMENDATIONS/SUGGESTIONS

Special Education Programs (SEP), Office of Special Education and Rehabilitation Services, U.S. Department of Education, has recently designed a monitoring process which outlines how a comprehensive compliance review of State Education Agencies (SEAs) will be conducted. This presentation will focus on how a State Education Agency, by working closely with SEP staff, should prepare for an onsite visit. Suggestions for gathering documents, utilizing SEA staff, scheduling visits to local school systems' special education programs and organizing the site visit will be shared.

Summit
An Independent Living Center for Western Montana
1280 South 3rd St. W. • Missoula, Montana 59801 • (406) 728-1630 • TTY / V

An Alternative Transportation Model For People With Severe Disabilities Living In Rural America

SUMMIT Independent Living Center provides a wide range of services for two-hundred severely disabled individuals a year in four rural counties of Western Montana. During the past year, the Center has developed a rural transportation program in Ravalli County. The program pays for driver and mileage reimbursement and is funded by the Ravalli County Government. This type of program is extremely cost-effective as it relies on the vehicles of the drivers or participants of the program.

The Alternative Transportation Workshop will discuss the basic mechanics of the SUMMIT Independent Living Transportation Model including:

1) Development of a Consumer Advisory Board
2) Requesting County funding
3) Insurance liability issues
4) Training drivers to work with severely disabled individuals
5) Other alternative rural transportation models

The presentor is Andy Winnegar, Director of SUMMIT Independent Living Center. He was formerly Director of New Vistas Independent Living Center in Santa Fe, New Mexico, serving ten rural counties.

Andy Winnegar
SUMMOT Independent Living Center
1280 South 3rd Street West
Missoula, MT 59801

Friday, April 25

9:10-10:10 am

Friday, April 25
9:10-10:10 am

Mary Hoy, Jennifer Long
N 119 Quadrangle
Ames, Iowa 50011

ABSTRACT

Purpose/Objectives

This session has been developed to provide those in attendance with an introduction to The Rural Special Educators' Role in Child Abuse/Denial of Critical Care module developed by the presentors for the National Consortium of Universities Preparing Rural Educators. The module, developed for institutions preparing rural special educators, will be examined for potential inclusion in a variety of university teacher preparation courses.

For each of the five objectives addressed in the module:

1. Recognize symptoms of child abuse/denial of critical care,
2. Understand the incidence of child abuse/denial of critical care of rural handicapped children,
3. Identify factors contributing to child abuse/denial of critical care in rural handicapped populations,
4. Demonstrate the ability to report a case of suspected child abuse/denial of critical care, and
5. Demonstrate a knowledge of supportive agencies in rural settings,

the presentors will discuss the selected materials and methodologies.

Rural Focus/Practical Implications

Preliminary child abuse data from Iowa will be examined for its implications for rural special educators. Participants are encouraged to bring data from their individual states to examine. Interested participants wishing to obtain data for their state should contact the State Department of Human Services and request data by rural/urban settings and by handicapping condition (Participants will be provided information from selected rural states gathered by the authors.).

Friday, April 25
9:10-10:10 am

Name of presenter -- Mary Vuke, Resource Teacher, Patagonia Elemtary School
Box 272, Patagonia, AZ Tele: (602)394-2972

Target audience : teachers

Abstract: The presenter will demonstrate the development of a unit based on Taylor's Multiple Talent Approach.

Purpose of unit: A community and its residents have responsibilities to its menmbers to provide needs; all residents share in these responsibilities. An awareness of these shared responsibilities aids community members in working to meet these needs.

Objective: Teacher of the gifted should provide opportunities for gifted students to become familiar with the responsibilities of a community and how those responsibilities are carried out.

Focus and immplications: Taylor's Multiple Talent Approach provides a vehicle for this kind of study in a gifted class in a rural area. Students can learn about government from an eye-witness vantage point. All of the talent ideas that Taylor suggests can be developed through this unit. Some \ possible activities to be discussed are trips to city councel, school board, and/or health service board meetings. Interview with board and council members are also beneficial in developing communication talent. Discussions and observations of rules governing governemental and service organizations will provide students with rules to communicate their own ideas. Looking for solutions to problems in the community will develop planning talent in the students. Forecasting can be practiced by products developed and discussions of future problems and events.

Members of rural communities will also have an opportunity to become familiar with the gifted program and benefit from it. The benefits can be immediate; for example, some students may serve in a professional or volunteer capacity in the community at a future time.

MARY [illegible]

Sample Discussion Plan

Behavioral Objectives	Focusing Questions	Support Procedures
Students will forecast the effects of a new industry on their community.	1. What are the important services we receive in Patagonia? Why? How can we label or group these services? Why?	1. Write categories on board. Examples: schools, city government health and safety services, housing and merchandizing.
	2. How would we be affected by the mines opening up in Patagonia? Why?	2. Classify effects on board under categories.
Students will gather information.	1. Which of these effects could become problems? Why?	1. Mark choices on board.
	2. How could we find out?	2. Assign students to get information; Town Clerk, Clinic Administrator, School Administrator.
	3. How were these problem handled when the mines were open before?	3. Assign students to question older residents about this.
	4. What questions should you ask?	4. Students list questions to be asked of their source in their assigned group. Students contact sources and make appointments. Carry out interviews.
Student will share their information with the class.	1. What did you find out?	1. Share in large group.
	2. What did the person(s) you contacted think was the major problem? Why?	2. Write major problems on board.
Students will plan possible solutions to major problems.	1. Which problem do you want to develop a plan for? Why?	1. Teacher selects 2 or 3 major problems to work on. Students get into 4-6 small groups and work on plans.
	2. a) What is good about each plan? Why? b) What has been left out of the plans? c) Which parts of the different plans could go together? How? d) What else do you need to know? How can you find out?	2. Large group with small groups sharing plans.
	3.a)Is this the logical sequence of steps? b) What are some problems that could occur? Why?	3. In 2-3 small groups, develop an outline of a plan. Teacher works with groups.

Behavioral Objectives	Focusing Questions	Support Procedures
	3.c) How would you handle those problems?	Gather necessary information. Revise plans as necessary.
Students will share their plans with appropriate personnel.	1.a) Who would profit from your plan? Why? b) How could you communicate your plan? c) How would your audience judge your plan?	1. Large group. List ideas on board.
	2. Which way are you going to present your plan? Why?	2. Each small group chooses presentation method and prepares and carries out presentation.
	3.a) How did your audience react? Why? b) What problems did they anticipate with your plan? c) What suggestions did they have? d) Would you do anything differently next time? Why?	3. Share in large group.

Friday, April 25

9:10-10:10 am

PROJECT "HALPE"

Handicapped Adult Leisure-Time and Physical Education Project

BARREN RIVER REGIONAL MENTAL HEALTH AND MENTAL RETARDATION BOARD

and

WESTERN KENTUCKY UNIVERSITY
PHYSICAL EDUCATION AND RECREATION DEPARTMENT

Presents

Project "HALPE"

Director:

Charles Daniel, Ed.D., Western Kentucky University
Adapted Physical Education and Therapeutic Recreation for Special Populations

John Vokurka, Ph.D., Western Kentucky University
Education for Exceptional Children

Dean Gorman, Ph.D., University of Arkansas
Adapted Physical Education

Project "HALPE" is developing and implementing a model program in needed skills, knowledge and behavior necessary for successful participation of handicapped adolescents and institutionalized handicapped adults in adult leisure and recreational pursuits in community and family settings. The project has been shown in preparing for normalized community leisure and recreation pursuits.

NEED

Presently there is a need for physical education and leisure recreation programs to train the millions of institutionalized adults and millions of adolescents with disabilities that are school aged (soon to become adults) in physical skills, knowledge and socially acceptable behaviors to participate in normal adult leisure-time activities in their communities. This project was started for adults, but it was recognized that the adults lack of training in schools (aged 3-21) caused the present need, so training was needed in schools. This program of normalized leisure and recreation should be instructed to adolescents in junior and high school, not after school. This model presently served handicapped adults in a variety of institutional settings and prepared handicapped adolescents in schools. Millions of dollars each year are spent nationally for recreational programs for handicapped adults and adolscents in work activity centers, sheltered workshops and varied institutional settings, including public school with the result that most of these adults and adolscents receive only instruction in group and children's activities and games. These group activities do not prepare the exceptional adult or adolescent to participate in "normal" adult leisure-time activities in a family, individual or community setting.

The basic concept of normalization is that the handicapped adolescent and adult will receive training that allows each of the individuals to fully develop to his/her own ability in the skills and behaviors necessary to participate in normal adult living. When the concept of normalization is applied to a handicapped adult's participation in leisure and recreational activities it becomes clear that there is a need for programs to instruct the necessary skills, knowledge and behaviors for success in community and family settings. Project "HALPE" is based on the belief that only through an integrated program of skill, knowledge and behavior training can a handicapped adolescent and adult become seccessful in participating in community leisure and recreation. A person will usually not choose recreational and leisure activities unless he/she can successfully perform the skills, knowledge and behavior necessary to participate. Many handicapped adolescents and adults have received proper training in skills, knowledge and behaviors necessary for participation in work and daily living situations in the community, but the same concept has not been applied to training of exceptional individuals in the physical education, leisure and recreation skills, knowledge and behaviors necessary to participate in adult leisure and recreation activities. This lack of physical instruction manifests itself in the lives of handicapped adults by limiting the types of leisure and recreational opportunities the handicapped adult may choose to participate in. "Man is only limited by the opportunities available to him!" Federal Law PL 94-142 does not provide any help in solving this problem as money is presently being directed to research and program development for handicapped children and youth in the school age range of 3 to 21. Most school programs of physical education are not designed in a manner to provide necessary instruction in successful adult leisure and recreational activities for the handicapped. Many recreational and therapeutic recreation leaders are not trained in the area of motor skills development and behavior management as well as a knowledge of physical education that is quite often necessary to prepare handicapped adolescents and adults to successfully participate in community and family leisure and recreation settings.

Handicapped adolescents and adults need more than just recreational opportunities, they need instruction in physical skills, knowledge and behaviors necessary for successful participation in leisure and recreational programs. Handicapped adolescents and adults need "HALPE".

SURVEY

A four-year interview survey of 258 mentally and physically handicapped adults in individual residences, work activity centers, sheltered workshops and institutional settings has indicated the lack of training in physical skills, knowledge and social behaviors necessary to participate in community, individual and family leisure-time activities.[1,2] Dr. Gorman's physical fitness data, indicates that the handicapped adult had a fitness level of a first grader. This reinforces the need for the model not only in the handicapped adult programs but also public schools.

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[1] Client Leisure-Time Survey, Davidson County, Handicapped Adult Leisure-Time Project, 1978, Nashville, TN, Charlie Daniel, Client Coordinator.

[2] "HALPE" Client Survey, Western Kentucky University, Bowling Green, KY 1980-81.

The survey indicated that:

1. 85% of the handicapped adults surveyed lacked training in the physical skills and necessary fitness to be involved in most leisure-time and recreational pursuits.

2. 98% of the handicapped adults wanted to be involved in "normal adult" recreational pursuits but felt unprepared and out of place in the recreational setting.

3. 85% of the handicapped adults had never been instructed in the physical and social skills necessary to participate in leisure-time and recreational activities alone or in a small group. (Most experiences had been in "large group", mass activities with many handicapped adults at one time.)

4. 90% of the handicapped adults had never participated in any activities except group bowling, basketball, Special Olympics and summer camps. Many of these adults even though able to be instructed in "normal adult recreation" were limited to group and children's games.

5. Of the staff instructing the handicapped adults in physical and recreational activities, a few had minimal training in motor development and skills instruction in physical education, leisure and recreation.

6. The staff voiced a need for training in the area of motor skills and social development.

"NORMAL" LEISURE-TIME AND RECREATIONAL ACTIVITIES

A "normal adult" recreational and leisure-time activities is based upon individual or small group participation. However, the survey indicated that most handicapped adults are treated as children and receive no instruction in physical or social skills necessary for the individual to participate in "normal adult" recreational pursuits. The surveyed handicapped adults were relegated to group participation in children's activities, being taken in groups of 15 to 30 individuals to most of their recreational pursuits. The lack of physical and social skills instruction handicaps them, limiting the handicapped adults in the "types of leisure-time activities in which they can participate in their leisure time away from the workshop or institutional setting." In reviewing public school programs little to no time was spent on training of fitness, skills, knowledge and behaviors necessary for successful participation in normal community recreation during adult years.

When observing the recreation programs at the work activity centers, instutions and half-way homes and schools the following was noted:

1. There was a lack of skill and fitness instruction - most activities were group recreational in nature with no skills taught, even in games requiring skill.
2. The handicapped adolescent or adults received no instruction or training in individual and family leisure-time activities.
3. The staff or school notes played (not instructed) such group games as basketball and bowling even though few of the handicapped adults were able to perform the simplist and necessary skills to play successfully or enjoyably. The author watched 24 handicapped adults could dribble the ball and only two adults had the strength or skill to shoot the ball above the rim. No skills or fitness was instructed.
4. There was total lack of any instruction in proper skills, knowledge or social behavior necessary for use in a community, individual and family setting.
5. Many of the staff or teachers expressed opinions that the handicapped adults could perform only on a very low level of physical and skill performance.
6. The staff members' attitude toward their clients was one of adult to child.

Handicapped adolescents and adults can be properly instructed in skills necessary to participate in "normal adult recreational activities", with varying individual success. On-going recreational programs for the handicapped adolescents and adults to be able to receive the necessary instruction in physical education and social skills and fitness needed to provide the opportunity and ability and ability to be involved in adult leisure-time and recreational pursuits. There is no excuse for the massing of hanicapped adults and the lack of proper instruction to meet their needs.

HANDICAPPED ADULT LEISURE-TIME PROJECT "HALPE"

Western Kentucky University's Physical Education and Recreation Department and Barren River Regional Mental Health and Mental Retardation Board have joined together to develop the Handicapped Adult Leisure-Time Physical Education Project ("HALPE").

The project's purpose is to develop and implement a total program of instruction and training in physical education, therapeutic recreation and leisure services that will enable the handicapped adolescent and adult to participate successfully in ADULT recreational and leisure-time activities. The "HALPE" program is in the active process of developing a total package of assessment tools, instruction methods, materials, program designs, and evaluation methods that can be replicated and implemented in workd centers, public schools, sheltered workshops, and various other institutional settings for handicapped adolescents and adults across the nation. The "HALPE" program is designed to provide a total program of physical education, leisure and recreation that allows each exceptional adolescent and adult to be instructed in necessary skills, knowledge and behaviors to successfully participate in adult leisure-time and recreational activities on an individual, family and community basis. The model that would be more applicable and can be replicated or used in various and different circumstances.

SIGNIFICANCE OF PROGRAM

The handicapped adolescent and adult needs the physical skills, knowledge and social behaviors to participate in "normal" adult leisure-time and recreational activities. Every adult (handicapped or not) needs to have physical and social skills to participate in leisure-time activities. The ability to recreate has a direct effect upon the adult having a mentally, physically and socially healthy life. "HALPE" is the first program to attempt to identify, classify, assess, develop and implement a program of successful adult physical education and recreational instruction for handicapped adolescents and adults.

"HALPE" is based on four individual assessment tools, each being a progressive data gatherer.

1. Parent/Guardian Leisure and Recreation Assessment (to identify activities the handicapped adult may participate in with the family)
2. Fundamental Fitness and Locomotor Skills for Leisure and Recreation Assessment (to idnetify level of fitness and locomotor skills required for successful participation in the community; identify level of possible participation)
3. Leisure and Recreation Skill, Knowledge and Behavioral Assessment (an individual task analysis of a leisure and recreation skills, knowledge and behaviors for successful participation in community leisure and recreation (IRP)
4. (IRP) Individual Recreation Plan and Community Placement (Each handicapped adult receives and IRP and upon successful completion of skills, knowledge and behavioral training the client is placed in a community setting.)

The program is now in the fifth year of instruction and development. The project will provide a model pamphlet at the end of the year and is in search of qualified physical educators and recreators who would be interested in being trained and implementing the program across the nation. For more information, contact Dr. Charles Daniel, Department of Physical Education and Recreation, Western Kentucky University, Bowling Green, Kentucky 42101; phone (502) 745-3347.

Friday, April 25
9:10-10:10 am

CHILDREN CAN LEARN TO BE RESPONSIBLE

Helen Beneke
Consultant, Special Education Services
Arrowhead Area Education Agency 5
202 1st Ave. S.W.
Pacahontas, Iowa 50574

Content Category: Family Involvement
Target Audience: Parents, teachers
Presentation Time: One to two hours
Audio-visual Equipment Needed: Overhead Projector

CHILDREN CAN LEARN TO BE RESPONSIBLE

In every parent's heart is the unshakable faith in their child's goodness and an unflagging desire to be a successful parent. The whole experience of relating to and raising children can be at the same time exhausting and delightful. Yet there are many things along the way that can be done to reduce the exhaustion and increase the delight.

Children's behavior is overwhelmingly a product of learning. The way we can change the behavior is for child and parent to learn better ways of dealing with the immediate living situation. A parent must arrange home life conditions which will allow for a child to succeed.

Parents do influence children probably more than anybody. They have, as part of their parental responsibility, the right to help their children learn to behave in ways they consider appropriate. Research is telling us that healthy, well balanced children value themselves and others are likely to come from homes in which the parents respect and care for the children, each other, and themselves; where there are firm rules which are consistently enforced; and where there are high standards for behavior and performance which children are expected to live up to.

It's the seemingly minor responsibilities and challenges which we give the children in the early years that pay off handsomely at the age of sixteen and seventeen, when the adolescent exhibits responsible thinking and responsible behavior. A home needs to be a laboratory of life--a time for children to learn about themselves and others in the context of a loving home. In this way they can make mistakes, learn from them, and continue to mature in a loving environment.

A planning party, pow-wow, council meeting, or "time-out" is scheduled with the agenda being the division of labor. Ask each child for his opinion and for his ideas. When a youngster is given the opportunity to be involved in decision making, he/she will be more committed to it (loyal to the cause). List all the chores and the frequency of the tasks (i.e., dishes--twice a day, make beds--daily, vacuum living room rug--weekly). Decide who will do what. Charts will be made and posted on a convenient and noticeable location. Pre-school children should have a menu of chores and obtain spending money for doing work. Charts for pre-school children are also kept. It's important to teach young children how to do each task. It's wise to task-analyze each chore and if possible, draw pictures of steps. Standards of performance should be clearly stated. It is recognized that pre-school children need much assistance with their responsibilities, but by mid-elementary years, youngsters need to work toward specific criteria. The standards should be designed by parents with imput from the children. A record of the criteria should be made.

It is a simple fact of human nature that people do what they do in order to get something they want (reward). The controversy rages on regarding money in exchange for work completed. Consider calling a money meeting at which time allowances are discussed. Weekly allowances provide an opportunity for children to design budgets, record income and expenses, and plan for large purchases.

In addition to responsibilitites regarding children's work, we as parents have an obligation to organize the household to facilitate the system working. Picking up is as important as major clean-ups.

Parents also have an obligation to perpetuating family pride. Ethnic traditions, specific family traditions, and others are worthwhile activities for parents to share with their children. Scrap books, bulletin boards, calendars of coming events or "notes of pride" on each child's calendar are important ways of cherishing experiences. Encourage your children to keep journals or diaries of their thoughts. Hobbies can result in personalized gifts for others.

Teaching children to be responsible extends beyond housekeeping to school-assigned homework. Suggestions are given for organizing time and tasks to facilitate developing study skills.

Teaching children to be responsible is not only character-building, but also experiencing time-management and problem solving skills as well. Families experience co-operation and pride.

We need to let our children know without a doubt that we love them and at the same time provide the leadership and firmness which they need in order to learn to be responsible and dependable. To do less would shortchange our children and shirk from our obligation as a parent. We must never forget that the main objective of parenting is to prepare our children to become self-sufficient, contributing adults, able to cope in a world in which success is measured by and depends on their willingness and ability to work and be responsible.

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CHILDREN CAN LEARN TO BE RESPONSIBLE

Helen Beneke

Consultant, Special Education Services

Arrowhead Area Education Agency V

Pocahontas, Iowa 50574

EXPERIENCE:

First Grade Teacher (1964-66)

Learning Disabilities Teacher (1969-70)

Teacher of Mentally Retarded (1970-73)

SECDC Consulting Teacher (1972-73)

Educational Strategist (1973-75)

Vacation Venture (teacher and director) (1974 and 1975)

Human Relations Facilitator (1979-80)

Special Education Consultant (1975 to present)

Provided inservice training for teachers and parents (1972 to present)

Kids on the Block Puppeteer (1982-to present)

MAKE YOUR HOME A NO-HASSLE CASTLE

A. Write tasks down

B. Organize tasks

C. Agree when the chores will be done

D. Allow as much agreed upon lee way as possible

E. Have contingency plans

F. Be specific and concrete

G. Information centers

  1. Must be hard to ignore
  2. Must be within easy reach of everyone who uses it
  3. Must be easy to add, remove, of change messages
  4. Must be the only information center in the house

H. Mail

  1. Set up individual mailboxes
  2. Get lots of little folders for one big filing cabinet
  3. Give all magazines a "destruct date"

MAKE YOUR HOME A NO-HASSLE CASTLE

Life is full of hassles, and some of the most irritating ones are often found right at home: dirty dishes in the kitchen, hairs in the bathroom lavatory, smelly kitty litter, the missing insurance form that came in the mail last week.

These small annoyances seem to cause disproportionately large upsets in life—resentment, hurt feelings, disappointment, and anger.

But the actual villains are some seldom expressed, usually unresolved, and often invisible questions about how the family work is to be parceled out. Ignoring these problems is a sure cure for low blood pressure.

Remember-----

If you don't tell others what you expect from them, you are likely to get what they expect from themselves;

When they fill their own expectations, they feel smug while you, on the other hand, feel disappointed because you expected something quite different.

Comments about unmet expectations delivered after the fact are potentially volatile--your disappointment will add an accusatory edge to your voice--and in the aftermath of the explosion the accused will feel misunderstood and misjudged.

There is no escape from these realities of interpersonal life. But there are ways to head off the resentment and bitterness that can result when they are disregarded and ways to find out and understand what others expect from you and what you can expect from them. There are concrete methods and mechanisms for answering three very important questions:

1. "Who's supposed to do what around here?"
2. "Who can tell whom to do what?"
3. "How will we know if it's been well done?"

In short, we'll take a closer look at everyone's least favorite pastime: the art and science of getting things done around and about the house. First, you need well defined chore lists to:

1. Clear up ambiguities in roles and expectations.
2. State clearly what the job components are.
3. Tell everyone exactly when they must be performed.
4. Provide criteria for evaluating the jobs that must be done.

Chore lists are exactly what their name says they are: lists of the chores for which each family member is responsible. Their primary purpose, in fact, is to ensure that the necessary work of the household is done well enough to satisfy both practical needs and aesthetic values.

Here are some pointers that will help you get the most from your own chore lists:

A) WRITE THEM DOWN. Most people have better memories than your experience might lead you to think. The problem is, they all remember somewhat different things. The best way to prevent frayed tempers is to jot down the essence of what was said and display what you have written in a place particulary hard to avoid. After a decent interval, file it, but don't throw it away.

B) LIST THEM ALL. It's tempting to list only the most significant or disagreeable tasks. It's better to err on the side of recording too much than too little. People tend to focus on what's written and forget all the other, lesser tasks that keep your ship afloat. It's important not to lose sight of the smaller jobs.

C) AGREE WHEN THE CHORES WILL BE DONE.. Family members often have very different ideas about when things should be done. For example, on weekends George pauses for coffee at 10:30 in the morning rather than 10 o'clock because he prefers to get most of the morning's work done before taking a break. Sally would like to have her coffee at 10, but she waits for George so they can both have freshly made coffee. These arrangements work out beautifully as long as Sally and George understand WHY they have been make and agree that they're appropriate.

If Sally didn't know or care about George's special dislike of taking a break when half of the morning's work remained, she would simply brew coffee at 10:00, the "proper" time for a break. At 10:30 George would sip warmed-over coffee and feel aggrieved. This works the same way in the household--make sure everyone knows why things must be done on time, and publish the due dates with your list.

D) ALLOW AS MUCH AGREED-UPON LEE WAY AS POSSIBLE. If it is Bob's job to provide the dinner on Thursday, does he have the option of bringing home a pizza in lieu of cooking? If so, what are the limitations, if any, to this option? The answer to a question like this defines lee way, or latitude, the responsible person will have in completing a chore. We have found it advisable to build as much lee way as is practicable into every job.

Permission to the doers to use a variety of methods adds interest to most jobs and gives them a measure of control over their fate. In addition, it says to them, "We understand your competence and respect your value as an important member of this family"--a message not often delivered but really appreciated when it is.

E) HAVE CONTINGENCY PLANS. Sometimes corcumstances will prevent even the most dedicateed family member from keeping his or her commitments. Unexpected illnesses, business or school trips and weekend vacations all raise the question, "Who will do so-and-so's work while he or she isn't here?" The crisis of grumbles and sharp words so often precipitated by having to take on "someone else's work" can be prevented by a little forethought and a lot of "what-ifing". Here are some suggestions:

1. The absent person must take on three extra chores for two days before going or for three days after his return.

2. Except in the case of sudden illness, the responsible party must see that his or her chores will be done by other family members.

3. Any basis for future trade-offs must be written down to avoid future arguments.

4. If takers for chores cannot be found, report to Mom or Dad for a non-negotiable command decision.

5. Griping or complaining, or not doing the extra chores, will rate the same negative consequence as not doing your own original chores.

F) BE SPECIFIC AND CONCRETE. The chore list's most important function is communication. While even the barest list can ensure that an important task will not be completely neglected, only specific, concrete and detailed lists convey what a satisfactory completion of the task ought to look like. This is neither as simple nor as obvious as it seems.

You may sometimes find yourselves tempted to neglect the step of laying out your expectations in detail. You may see such kindergarten-teacher tactics--spell out so simple a task as setting the table?--as demeaning to your children. Besides, you may wonder, is it really worth the trouble, given the other important things you have to do? If detailed chore descriptions do nothing more than reduce your feelings of tired frustration 10 minutes a day, they will be worth all the effort you put into them.

Another perennial problem around the house is what to do with the blizzard of paper that snows under every available surface and covers pieces of vital information. So in organizing your household it helps to establish an official information center and a definite routine for handling mail. Some suggestions:

G) INFORMATION CENTERS. Messages are nothing more than carriers of information. Too often people confuse the medium of the information (message form) with the message itself. That is why businesses are rife with pointless memos and meaningless accounting data. What an organized home needs is more and better inormation, not bigger and grander messages. a few minimum requirements include:

1. It must be hard to ignore. Many people find it easy to overlook the place where they've been told something important will be waiting for them. Your information center should be prominently placed, yet not so decorous and formal that people are reluctant to touch it.

2. It must be within easy reach of everyone who will use it. This is not so obvious as it appears. The center must be low enough to allow children to participate but high enough to preclude toddlers from swallowing thumbtacks, chalk, magnets or other hazards. Naturally, physically handicapped or infirm individuals ought not to be denied their right to live an orderly life as well.

3. It must be easy to add, remove or change messages. "Hot" messages and reminders have a way of piling up, and people must be encouraged to keep the information center current.

4. It must be the only information center in the house. This doesn't mean that family members shouldn't be encouraged to keep their own engagement calendars or bulletin boards; it simply means that all "official" information will be found only in one, authoritative place.

What should your information center look like? Again, use whatever works best with your family, both from an aesthetic and a utilitarian standpoint.

Papers of assorted sizes and shapes can be affixed to it using those little decorator magnets or magnetized clips. Blackboards have been used, but with mixed results, largely because messages must be entered with chalk and chalk has a way of breaking into tiny pieces that wander off to the corners of the house.

Magnetic boards are available, for that multimedia effect; as are newer, wipeable vinyl boards using special pens. We tend to shy away from methods, however, which require unique or costly apparatus. Remember, the effectiveness of your center will be measured by swift, clear communication rather than awards for arts and crafts.

Finally, no discussion of information centers would be complete without mentioning that great link between sonic vibrations and indelible memory, the telephone message pad. The lesson here is: have one. Preferably, it should be permanently fixed near the phone and have a supply of writing instruments nearby.

H) MAIL. Most mail is the dandruff of life. It's not that we are ungrateful for all those helpful coupons, free samples and offers to subscribe to obsure, special magazines (and heaven knows our creditors deserve their time to remind us of past bouts of proliferate abandon), but we have always believed in the sound administrative maxim that a letter should be touched only once, picked up for inspection and for immediate disposal to an action step; the wastebasket, a file,.or another person.

The problem arose with those pieces of mail which were neither fish nor fowl, deserving neither an honored place in the "bills to be paid" nor a summary heave-ho. They needed thought or fact gathering or mutual discussion. They were the flotsam that ended up on the dining room table, the drain board, etc.

After our third disastrous attempt to stem this paper avalanche by teeth-gritting determination to "keep up with the mail", it dawned on us that we were somehow missing the point. We had simply underestimated the degree to which our home had been taken over by the "paper revolution". The mail was getting through all right, and it had flooded out all of our intentions. What we needed was a system to handle these invaders from the age of information. Here's the three-pronged attack we used:

1. Set up individual mailboxes. How does your mail get to you in the first place? The post office puts it into a little box marked with your address, the same way incoming letters are sorted in office mail rooms. To replicate this simple system, we purchased or made a variety of desk organizers. The person whose chore it is to bring in the mail simply sorts the items into the appropriate mailbox (including a box for "resident").

Our absolute rule was that each mailbox had to emptied each day or on the day the person returned from traveling. Mail that is continually left in the box and unclaimed "resident" mail is dumped by our household postal inspector; as yet, there has been no apparent effect on the earth's rotation. A tougher problem was what to do with all of those items that looked really valuable and interesting but pertained to no particular member of the family at the present time. This led us to our second innovation.

2. Get lots of little folders for one big filing cabinet. Being fairly frugal, we didn't want to invest in too many capital improvements just to lick the mail problem. We did find, however, that since our problem was lots of little, unrelated things all searching for a common roost, purchase of a good-sized filing cabinet was in order. In it we placed folders for each family member, along with general folders for recurring activities--entertainment, vacation, hobbines, as well as folders for essential family records, such as insurance, taxes, and auto mobile service.

3. Give all magazines a "destruct date". Your dentist isn't the only person who offers visitors a three-year-old copy of Newsweek. Since much of our excess paper is in the form of outdated magazines, we mutually decide how long a given publication should be kept. Any copy of that magazine found lying around with a date beyond this limit is either thrown away or put into the charitable contribution box, as appropriate.

Issues to be kept permanently or for indefinite periods are treated like any other valuable resouce and placed in proper receptacles and put on the shelf. This has not only cleaned up the clutter but has turned our trove of previously disorganized back issues into a considerable reference library.

Helen Beneke

CONCURRENT SESSIONS
FRIDAY, APRIL 25

10:30 - 11:30 AM

Friday, April 25

10:30-11:30 am

Nancy C. Von Wald
Fisher Foundation School
740 E. Speedway
Tucson, AZ 85719
602/623-3046

THE SLINGERLAND APPROACH TO TEACHING LANGUAGE ARTS TO SPECIFIC-LANGUAGE-DISABLED STUDENTS (DYSLEXIA)

The Slingerland Approach is an adaptation of the Orton-Gillingham method developed in the 1920's. Beth Slingerland developed this approach to use all three pathways to learning; auditory, visual and kinesthetic. It is a simultaneous, multi-sensory approach to teach reading, writing, spelling and concept building to dyslexic children and adults. The process is sequential and systematic.

The Slingerland Institute in Bellevue, Washington carries on Beth Slingerland's work by informing the public on this special population, providing screening tests and training teachers and school administrators.

OUTLINE

I. Specific Language Disability

- a) definition
- b) characteristics
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- a) auditory, visual and kinesthetic
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Specific Language Disability

Dyslexia is a controversial term. There are the skeptics and the believers. The research, characteristics and causes vary. However, no one can argue the fact that the latin term dyslexia translates to "trouble with words."

The Slingerland Institute defines dyslexics as those who have average to superior intelligence, neither brain-damaged nor primarily emotionally disturbed whose problems lie in the language area: reading, writing and spelling. It is not a matter of intelligence but specifically of mastering language. A government survey estimated 15% of the nation's population has some degree of dyslexia.

Dyslexia is characterized by any combination of the following. There is a varying degree of severity. Some dyslexics have several characteristics; others only a few.

1. Reading difficulty
2. Persistent spelling errors (especially misspelling the same word different ways)
3. Poor ability to write down what was just seen or heard
4. Badly cramped, scrawled or illegible handwriting
5. Directional confusion
6. Delayed mastery of spoken language
7. Trouble finding the "right word" when speaking
8. Inadequacy in written composition (poor sentence structure, poor understanding of the use of punctuation and capitals)
9. Difficulty in understanding or remembering spoken directions
10. Personal disorganization (losing or leaving possessions, inability to stick to simple schedules, forgetting)
11. Reversals, transpositions, inversions of letters within words

12. Poor ability to associate sound and symbol automatically

13. Difficulties in the language of learning math

14. Similar problems among relatives

The earlier the dyslexic child is identified the more effective remediation will be. These students will be able to work alongside their peers in the classroom and later in adult life.

The dyslexic is not a completely impaired person. There have been many dyslexics; Einstein, Edison, Leonardo de Vinci, Hans Christian Anderson, Nelson Rockefeller, Bruce Jenner and Cher, to name a few. There are many "unknown" successful dyslexics as well. They have identified their problem and concentrated on their strengths. With the correct educational help they have learned to overcome their weaknesses and develop good self-esteem.

The dyslexic in the classroom appears normal except in the language area. He does not learn through conventional teaching techniques which are successful with the majority of children. The dyslexic appears creative, and may be especially good in art, music or drama. He is good in science and can be very athletic. As a result, the problem is often wrongly diagnosed and misunderstood. The child may be labeled lazy, careless, unmotivated, accused of not trying, and "could do better" is likely to appear on his report card.

In our society and in the classroom, words are seen and heard constantly. Instructions and announcements are just part of a daily routine to gather information. Those who lack the necessary language skills will experience great difficulty, will develop a grave feeling of inferiority, and may be teased by peers. Secondary emotional problems may occur, causing them to drop out of school or to become completely withdrawn.

The Slingerland Institute

The Slingerland Institute is a non-profit, tax-exempt public corporation founded in 1977 to carry on the work of Beth H. Slingerland. The Institute provides classroom teachers with the techniques, knowledge and understanding necessary for identifying and teaching children with Specific Language Disability.

The Institute's primary emphasis has been its intensive summer or year-round teacher-training course. The course is organized and taught by professional and certified directors. Courses are offered through public and private schools in cooperation with universities for graduate credit.

Other Institute activities include:

1. Consulting with school districts which are studying or implementing a Slingerland program.
2. Providing inservice follow-up for trained Slingerland teachers.
3. Presenting orientation workshops for parents, teachers, administrators and others.
4. Conducting and encouraging research on the effectiveness of the Slingerland teacher training program, the Slingerland screening tests and the use of Slingerland techniques in the classroom.

The Institute welcomes inquiries from school administrators, teachers, parents and others who desire more information about the approach or summer school teacher training sessions. Their address is:

Slingerland Institute
One Bellevue Center
411 108th Avenue N.E.
Bellevue, WA 98004
(206) 453-1190

Research on the Dyslexic's Brain

The precise cause of dyslexia is unknown. Neurologists are conducting research to determine if there are physiological differences between the brain of a dyslexic and a "normal" person.

Dr. Frank Duffy of the Children's Hospital and Harvard Medical School in Boston has identified differences in electrical activity in brains of dyslexic and non-dyslexic children ages ten to twelve. Currently, he is studying at children ages five to six to determine if the condition can be detected before a child enters school.

Dr. Albert Galaburda of Boston's Beth Israel Hospital and Harvard Medical School, and Dr. Thomas Kemper of Boston University, have found the following through autopsy studies of dyslexics' brains:

1. Cells normally organized precisely were in disarray.
2. Bits of gray matter appear in sections ordinarily composed of white matter.
3. One part of the left hemisphere was considerably smaller than normal. The left hemisphere deals with language.

Other doctors have found biological differences in the cortex of the brain's left hemisphere.

There has been a suggestion that abnormally high levels of the male hormone, testosterone, in a fetus during brain formation may delay nerve cells' migration to the left hemisphere. This may cause learning disabilities. This research may answer the question as to why dyslexia occurs more in males than in females, according to Dr. Geschwind, Galaburda's colleague.

There is no question that the condition is often inherited, although how the genetic transfer occurs is not known.

Much has been learned in the past 15 years, but many unsolved questions remain.

Learning Modalities

What happens to a child who is having language difficulties? Many times he is passed on from grade to grade despite the fact he is not learning how to read or spell. This child gets further behind in his studies, yet the teachers and parents know he is bright.

This child has perfect eyesight and good hearing, but the information obtained through these senses is not processed correctly. He can see words and numbers on the board as clearly as other students. But, when that word is erased from the board, it is as if the word were erased from his mind. Maybe the child has difficulty writing what he has seen or heard. Perhaps he cannot always remember what was said to him. Sometimes he cannot recall how to write a certain letter. These difficulties relate to poor perception--visual, auditory or kinesthetic. A dyslexic will have one or more of these channels blocked.

A child with poor visual perception has difficulty associating the symbol he sees with the sound it represents. He may be confused in perceiving letters and syllables of printed words in correct sequential order. Reversal, inversion and transposition of letters within words are seen. This child will not always be able to recall how a word looks for spelling. He may not always recognize words or numbers previously seen. This affects his reading abilities.

A child who is weak auditorily probably was slow in learning to speak. There is no actual speech defect, but he may continue to mispronounce words because he is not aware of the exact sounds within them. He will have poor discrimination and will get confused between similar sounds such as /f/ and /th/. He will have difficulty expressing himself. He knows what to say and has the vocabulary to say it, but the words will not come. He will stutter or become speechless. This child may not always recall what was said to him; thus, his ability to follow directions is hindered.

Weaknesses may occur in the kinesthetic channel, first in speech and later in handwriting. The child may fail to recall the sequence of movement necessary for speech and/or letter formation. He may know what to say or even how to read and spell, but the lack of kinesthetic recall may interfere with fluency in speech or writing. This weakness is often associated with visual-memory or auditory-memory skills.

Slingerland Testing

The Slingerland Screening Tests reveal modality strengths and weaknesses. Testing determines the severity of the language disability. There are several subtests, depending on the grade level. Subtests include: far-point copying, near-point copying, visual-recall and discrimination, visual-recall in association with kinesthetic motor performance, auditory-recall, auditory-visual association with kinesthetic motor performance and auditory discrimination.

Each child is evaluated on an individual basis. It is not a standardized test. Dyslexia is determined according to many factors. This screening evaluation will suggest need for immediate consideration, placement and specialized instruction.

The Slingerland Approach To Teaching Language Arts

The Slingerland approach is an alphabetic-phonic system. Teaching begins at the smallest unit of language (sounds), and develops into the functional use of language (words). The student is taught by seeing, hearing and feeling simultaneously. Through this simultaneous approach, the strong channels reinforce the weaker channels. The Slingerland Approach is highly structured and repetitious.

The Slingerland daily format is divided into three parts; learning to write, auditory approach and visual approach. When learning to write, the child is taught the simultaneous association of a letter's appearance, its name and sound, and its feel in speech and writing. This process develops an automatic recall and letter formation. In the auditory approach, the initial stimuli is auditory. Spelling and sentence writing are taught. The visual approach uses visual stimuli to teach decoding and reading. Regardless of what is being taught, all three channels are used simultaneously to help the child learn in his strongest modality.

Using this approach, the child learns how to cope with his difficulties and how to achieve success at the same time. The goal is to mainstream these children back to regular classrooms after an average of two years of specialized instruction. Self-confidence is restored when the child begins to realize that he can read and spell as well as his friends.

THE FORMAT FOR PLANNING
DAILY PERIODS OF INSTRUCTION

For WRITTEN WORK and for READING

LEARNING TO Write ––– An Auditory-Visual-Kinesthetic-motor Approach

1. Learning new letters of the alphabet
2. Reviewing letters already learned
3. Learning capital letters
4. Learning how to connect Cursive letter forms

THE AUDITORY APPROACH	THE VISUAL APPROACH
A - ALPHABET CARDS Name or Sound is given as an initial auditory stimulus	A - ALPHABET CARDS Card is exposed as an initial visual stimulus
B - BLENDING Teaching and practice for encoding	B - UNLOCKING Teaching and practice for decoding
C - SPELLING Phonetic or Green Flag words, Non-phonetic, or Red Flag words, Ambiguous, or Yellow Flag words put to functional use with: Suffixes, Phrases, Sentences. Rules (in intermediate grades)	C - PREPARATION FOR READING PRACTICE with Words or Phrases 1. Teacher names, children repeat (V-A-K Association) 2. Teacher names; a child finds and names; the class repeats (A— A-V-K Association) 3. Teacher asks child to find and name the word or phrase that gives the meaning expressed by teacher (A - concept — A-V-K) 4. A child reads the word or phrase, and the class repeats (V-A-K Association)
D - DICTATION Phrases -- Sentences Paragraphs - (beginning in the Second Year of Primary)	D - READING FROM THE BOOK Teacher structures part of the lesson for: 1. Phrasing 2. How to attack unfamiliar or unrecognized words 3. Conceptualizing 4. How to study, etc.
E - THE GOAL--INDEPENDENT WRITING: Answering questions Propositional writing Creative expression	E - THE GOAL--INDEPENDENT READING: Material -- at or below instructional level, or for individual independent selection

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BETH H. SLINGERLAND

"DON'T ACCEPT ANYONE'S VERDICT THAT YOU ARE LAZY, STUPID OR RETARDED"

The author stands as proof that youngsters CAN overcome learning disabilities.

By Vice President Nelson A. Rockefeller

Those watching the Public Broadcasting Service program on "The Puzzle Children" will include a very interested Vice President of the United States.

For I was one of the "puzzle children" myself - a dyslexic, or "reverse reader" -- and I still have a hard time reading today.

But after coping with this problem for more than 60 years, I have a message of encouragement for children with learning disabilities and their parents.

Based on my own experience, my message to dyslexic children is this: – Don't accept anyone's verdict that you are lazy, stupid or retarded. You may very well be smarter than most other children your age.

– Just remember that Woodrow Wilson, Albert Einstein and Leonardo da Vinci also had tough problems with their reading.

– You can learn to cope with your problem and turn your so-called disability into a positive advantage.

Dyslexia forced me to develop powers of concentration that have been invaluable throughout my career in business, philanthropy and public life.

And I've done an enormous amount of reading and public speaking, especially in political campaigns for Governor of ew York and President of the United ates

No one had ever heard of dyslexia when I discovered as a boy, along about the third grade, that reading was such a difficult chore that I was in the bottom one third of my class.

None of the educational, medical and psychological help available today for dyslexics was available in those days.

We had no special teachers or tutors, no special classes or courses, no special methods of teaching -- because nobody understood our problem.

Along with an estimated three million other children, I just struggled to understand words that seemed to garble before my eyes, numbers that came out backwards, sentences that were hard to grasp.

Vice President Nelson Rockefeller chats with Eli Tash, ACLD President, joined by Vicki Olmsted

And so I accepted the verdict of the IQ tests that I wasn't as bright as most of the rest of my class at the Lincoln School in New York City.

Fortunately for me, the school (though it never taught me to spell!) was an experimental, progressive institution with the flexibility to let you develop your own interests and follow them.

More to the point, I had a wise and understanding counselor in Dr. Otis W Caldwell, the headmaster.

"Don't worry," he said, "just because you're in the lower third of the class. You've got the intelligence. If you just work harder and concentrate more, you can make it."

So I learned, through self-discipline, to concentrate, which in my opinion is essential for a dyslexic.

While I could speak better French than the teacher, because I'd learned it is a child, I couldn't conjugate the verbs; did flunk Spanish – but now can speak t fluently because I learned it by ear, ater, at the Berlitz School.

My best subject was mathematics; understood concepts well beyond my grade level. But it took only one reversed number in a column of figures to cause havoc.

When I came close to flunking out in the ninth grade – because I didn't work very hard that year – I decided that I had better follow Dr. Caldwell's advice if I wanted to go to college.

I even told my high-school girl friend that we would have to stop dating so I could spend the time studying in order to get into Dartmouth

And I made it by the skin of my teeth. I made it simply by working harder and longer than the rest – eventually learning to concentrate sufficiently to compensate for my dyslexia in reading.

I adopted a regimen of getting up at 5 A.M. to study and studying without fail. And thanks to my concentration and the very competitive nature I was born with, I found my academic performance gradually improving.

In my freshman year at Dartmouth, I was even admitted to a third-year physics course. And in the middle of my sophomore year, I received two A's and three B's for the first semester. My father's letters were filled with joy and astonishment.

I owe a great debt to my professors and to President Ernest M. Hopkins. I had met Dr. Hopkins earlier and was so impressed that I made Dartmouth my goal. Most of all, however, I think I owe my academic improvement to my roommate, Johnny French.

Johnny and I were exact opposites. He was reticent, and had the highest IQ in the class. To me, he was that maddening type who got straight A's with only occasional reference to books or classes. He was absolutely disgusted by my study habits – anybody who got up at 5 in the morning to hit the books was, well, peculiar.

Inevitably, Johnny made Phi Beta Kappa in our junior year, but my competitive instincts kept me going. We were both elected to senior fellowships and I made Phi Beta Kappa in my senior year.

Johnny, of course, had the last word. He announced that he would never wear his PBK key again – that it had lost all meaning.

Looking back over the years, I remember vividly the pain and mortification I felt as a boy of 8, when I was assigned to read a short passage of Scripture at a community vesper service during summer vacation in Maine and did a thoroughly miserable job of it.

I know what a dyslexic child goes through – the frustration of not being able to do what other children do easily, the humiliation of being thought not too bright when such is not the case at all.

My personal discoveries as to what required to cope with dyslexia could summarized in these admonitions to th individual dyslexic.

☐ Accept the fact that you have a problem – don't just try to hide it.

☐ Refuse to feel sorry for yourself.

☐ Realize that you don't have an excuse – you have a challenge.

☐ Face the challenge.

☐ Work harder and learn mental discipline – the capacity for total concentration – and,

☐ Never quit.

if it helps a dyslexic child to know I went through the same thing . . .

☐ But can conduct press conferences today in three languages . . .

☐ And can read a speech on television . . .

☐ (Though I may have to reherse it six times . . .

☐ (With my script in large type . . .

☐ (And my sentences broken into segments like these . . .

☐ (And long words broken into syllables) . . .

☐ And learned to read and communicate well enough to be elected Governor of New York four times . . .

☐ And to win Congressional confirmation as Vice President of the United States . . .

Then I hope the telling of my story as a dyslexic could be an inspiration the "puzzle children" – for that's wha I really care about.

Author: Nelson Rockefeller
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EDISON, ROCKEFELLER, RODIN, AND THE READING PROBLEM

A surprising number of historical giants may have something in common with nonreaders in your classroom.

Andy Geiser, now a junior at the University of Hawaii, remembers when reading was an exercise in futility—a painful and energy-sapping experience that he finally could no longer endure.

"When it came time to do a book report in high school, I turned to shortcuts," recalls Geiser. "I'd read the title page, the back cover, the chapter headings. From there, I'd let my imagination take over."

Such "wing-it" techniques worked for Geiser, who maintained a B average through much of high school. But when his parents sent him to a tough college prep school during his junior year, his grades first dipped, then dove—to D's and F's.

"I guess things kind of caught up with me," he admits. "I went from being what teachers call a bright kid to a troubled kid to a lazy kid to a kid who was no longer motivated. I stopped caring."

Geiser turned 17 before he discovered that an undetected handicap—dyslexia—accounted for his frustration. Geiser also found that he wasn't alone.

According to the National Institutes of Health, dyslexia causes some 15 percent of the nation's schoolchildren—primarily boys—to agonize over primers, stumble through textbooks, panic when asked to read aloud, and dread spelling bees. Many, like Geiser, approach the end of their K-12 education before someone notices they're working far below their potential and takes a shot at a diagnosis.

In some cases, diagnosis may prove to be the beginning of a new problem rather than the end to the old.

"It's an outrage, but dyslexics are often labeled slow or even mentally retarded, when they're usually,of average or above average intelligence," exclaims Association member Mary Lee Enfield, coordinator of programs for children with learning disabilities in the Bloomington, Minn., schools.

"The psychological burdens of being misunderstood," adds Enfield, "show up in behavioral problems later on. Think how it would feel to know that you're a bright person and then to fail—over and over again."

The frustrations of dyslexia have neurological roots. In fact, biological common denominators among sufferers have recently come to light as medical discoveries reveal the dyslexic's brain to be different under the microscope from the brains of non-language-disabled people.

The result? Neurological abnormalities scramble the language processing center of the brain and make chaos of the mental processes required for reading and writing. Dyslexics understand the language but have trouble with its printed symbols. They may reverse letters, read *b* as *d*, or see *red* as *rud*.

Most researchers agree that dyslexia is incurable, but not—and here lies the hope—untreatable. With the right instruction, enormous strides can be made.

"Proper reconstructive teaching—if begun early—can not only alleviate most of the handicap, but also prevent most or all of the crippling mental and emotional damage that results from school failure," asserts David Gow, headmaster of the Gow School in South Wales, N.Y.—a preparatory school for dyslexic boys.

Jason is a bright eight-year-old dyslexic who has trouble sitting still in his third grade class at Hazelwood Elementary in Renton, Wash. Today he's at the board executing a now familiar ritual. Chalk in hand, he slowly traces a large letter *H* on the board. His arm movements are gradual but purposeful as he sounds the letter aloud. "H," he pronounces triumphantly.

Jason will learn all 26 letters through this methodical approach to phonics. *See. Hear. Feel.* The emphasis is on the senses, and each reinforces the other. This multisensory technique—known as the Slingerland approach—guides students through th alphabet to the point where they're blending sounds and reading words, sentences, paragraphs, even whole books.

Jason is lucky. The Renton school district is the former province of Beth Slingerland, a classroom teacher who pioneered this approach to teaching dyslexics 50 years ago, working with education psychologist Anna Gillingham, who in turn teamed with neuropsychologist Samuel Orton.

"Dr. Orton's basic principle is that you begin with the smallest linguistic unit (the letter) because these kids do not work with whole words," explains Beverly Wolf, a former Association member who left the classroom to ser as dean of faculty at the Slingerland Institute near Renton.

"A multisensory approach ensures that a child who's weak in, say, the visual modalities is not stymied," Wolf adds. "We bring auditory and kinesthetic motor capacities into play at the same time—as 'reinforcers.' When we've taught a few letters, we're ready to teach how to blend letters and how spell."

Largely through word of mouth, the Slingerland approach has spread to schools throughout the country, from Anchorage, Alaska, to Berlin, N.H. Some districts, like Highland Park in Dallas, Texas, have found the techniqu so effective they've made proficiency in it a condition for hiring elementary school teachers.

At Lancaster (N.H.) Elementary School, Association member and English teacher Geraldine Tetreault is among nine or 10 teachers who apply the Slingerland method faithfully. Because early detection is critical, first graders take pre-reading screening tests to diagnose language disabilities.

"The emphasis is on early intervention," Tetreault explains. "Like most learning disorders, dyslexia must be spotted early. Our ability to help drop with each passing year."

Tetreault recalls her frustration with trying to teach fifth-grade language-disabled students before her training in the Slingerland approach: "I finally threw up my hands and said, 'I've done all I can for these students and I need to stop blaming myself if some can't be taught.'"

The following summer, Tetreault completed the multisensory training and returned to a sixth grade class in the fall with some of the same students she'd had the year before.

"It was amazing to see the progress of students that I'd been convinced were unteachable," she reflects.

In Bloomington, Minn., the commitment to helping dyslexics means that not everyone is taught to read the same way.

"The basic philosophy of our 16-year-old Project READ is that the four major systems of teaching reading are equally valid," explains Mary Lee Enfield, coordinator. "We work against the stubborn—and disturbingly common—assumption that the whole-word system deserves a privileged position. Children with dyslexia seem to fall through that system and end up in the bottom reading groups. Without proper intervention, they become new members of our nation's illiterate population."

Project READ employs trained classroom teachers to introduce their peers to a structured language approach that emphasizes phonics. The program currently extends from first through ninth grade, addressing the needs of some 1,500 students.

The READ focus is on making students comfortable with the fundamentals of language before they advance to polysyllabics and sentence and paragraph construction. By grade 5 or 6, the majority are reading well enough so they don't suffer in other subject areas.

Recent findings by the Johns Hopkins Medical School should give Enfield, Tetreault, and other educators dedicated to helping dyslexics a real sense of accomplishment—and hope. The Hopkins study of dyslexic boys who had attended the Gow School in South Wales, N.Y., between 1940 and 1977 found that 67 percent had graduated from college—with 32 percent majoring in the humanities or social sciences. More than 50 percent reported positive attitudes toward reading for pleasure, and 24 percent read more than 10 books a year.

These findings come as no surprise to those who have immersed themselves in the literature on dyslexia. History is heavily punctuated with the achievements of men and women who as youngsters struggled to see the difference between *b* and *d*. Thomas Edison is believed to have suffered considerable difficulty learning because of language problems. Nelson Rockefeller memorized speeches because he found reading so difficult. According to the Orton Dyslexia Society, others believed to have suffered from dyslexia include Woodrow Wilson, Gen. George Patton, Hans Christian Andersen, Leonardo da Vinci, Bruce Jenner, Steve McQueen, and Auguste Rodin.

David Gow, who's spent a lifetime teaching victims of this mysterious malady, concludes, "The first thing public schools have to realize is that this is a terribly common learning disorder. There are kids in almost every classroom who are bright and motivated and bursting with potential, but who are written off as lazy or indolent...or insolent. They're seen as lost causes."

Teachers who take the time to identify and help these kids are finding out just how often the 'lost cause' becomes a cause for celebration.

—Vicky Lytle

Resources

The Orton Dyslexia Society
724 York Rd.
Baltimore, Md. 21204
(301) 296-0232

The Slingerland Institute
1 Bellevue Center
411 108th Ave. N.E.
Bellevue, Washington 98004
(206) 453-1190

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, Pa. 15234
(412) 881-2253

Council for Exceptional Children
1920 Association Drive
Reston, Va. 22091
(703) 620-3660

Classroom Success for the Learning Disabled. Suzanne H Stevens John F Blair, publisher (1406 Plaza Dr., Winston-Salem, NC 27103). $8.95 paperback (314 pp.). A 1984 book full of practical ideas for the mainstream teacher interested in helping the learning-disabled student

Keys to Detection

Teachers who recognize the symptoms of dyslexia "can prevent their students from the psychological trauma of going through life with an undiagnosed handicap," stresses dyslexia activist Andy Geiser.

The most common symptoms:

1. Difficulty learning to read.
2. Inability to write down even simple thoughts.
3. Problems with speech (late language development, persistent baby talk, and poor articulation). A child who has not achieved clarity of speech by age seven or eight should be watched.
4. Short attention span and general restlessness.
5. Perceptual problems (confusing *put* and *but*, *saw* and *was*, *on* and *no*, *sung* and *snug*).
6. Difficulty understanding oral directions.
7. Coordination deficits, especially those involving small motor coordination (inability to cut along a dotted line, inability to color within the confines of an indicated area, difficulty tying knots).
8. Weak retention of material previously learned.
9. Reversal of symbols in reading, writing, and mathematics (letters and numbers).
10. Sequencing deficiencies (difficulty learning the days of the week or months of the year in order.)
11. Awkwardness in self-expression.
12. A high level of frustration, a tendency to give up when learning.
13. Difficulty in separating the essential from the trivial.
14. Difficulty understanding abstractions (e.g., reciting proverbs without comprehending their meaning).
15. The most obvious symptom of all—*poor spelling*.

Source: The Gow School

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Does your child have difficulty in reading, writing and spelling?

Government agencies have estimated that 10% of all children have some degree of Specific Language Disability, sometimes called dyslexia. Even though these children are intelligent, they have problems with language. They may not be able to learn to read or write in the ordinary school situation.

Fisher School in Tucson works exclusively with children who have these language problems. Using special techniques, we teach them and they learn to read and write. They also study arithmetic, science and other subjects taught in regular schools.

Teaching involves simultaneous use of all the learning senses: eyes (visual), ears (auditory), the speech organs and the arm movements associated with handwriting (kinesthetic).

The multi-sensory technique we use was developed by a neurologist, Dr. S. T. Orton, together with an educator, Anna Gillingham. It was adapted for classroom use by Beth Slingerland, a student of Gillingham.

Small classes ensure that each student gets maximum personalized attention. A maximum of 40 students are taught by three certified teachers with training in the multi-sensory approach.

Fisher School is a non-profit organization. We do not compete with public or private schools. Our goal is to give dyslexic students improved language skills so they can successfully re-enter regular school programs as soon as possible.

Tuition is $3,500 per year, but some scholarship aid is available for students who cannot afford the full amount.

The School Director is Nancy Von Wald. Bill and Helen Fisher of Tucson established the school in 1980.

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RESEARCH ON SLINGERLAND INSTRUCTION

Since 1960, the Slingerland Adaptation for classroom use of the Orton Gillingham Approach has been used successfully in classrooms across the United States. During that time, school districts have studied the effectiveness of the approach in their own programs. Some independent comparative studies--both formal and informal--have been conducted in recent years.

The following points should be considered when evaluating research based upon the Slingerland Approach:

> The achievement of Specific Language Disability children should not be compared to those children without Specific Language Disability. The rate of achievement for SLD children and non-SLD children cannot be expected to be the same, even when some are receiving specific classroom instruction.
>
> Length of time in program is a factor in achievement.
>
> Teacher training and experience are factors in program evaluation. It takes two years of teaching under guidance to become an adequately trained SLD teacher.
>
> Children who receive the complete Slingerland approach which uses the whole format for instruction are likely to make better progress than those who receive parts of the format.
>
> Children's achievement may depend upon the following:
>
> individual degrees of disability
> intellectual abilities
> inner drive
> environmental factors

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A SPECIAL CHILD

From: Academic Therapy Publication
Summer 1971

I know a very special child whose world is upside down.

And often in his classroom, he wears a puzzled frown.

He's criticized for tuning out, accused of never trying.

He's nagged and scolded, begged, cajoled; most kids end up crying.

But oftentimes he just gives up; each task will mean defeat.

He sees a different symbol and hears a different beat.

His No is On, for Was it's Saw, and How sure must be Who.

And 6 plus 6 is 21, 3 9's are 72.

This problem's labeled many things; it matters not the name.

To please his parents, teachers, peers, is this child's secret aim.

Now that we know some ways to help, let's start today, and then.

Through work and understanding love, we'll right his world again.

Dee Shaffer
Learning Disabilities Teacher
Avery Street School
South Windsor, Connecticut

ST. MICHAELS ASSOCIATION FOR SPECIAL EDUCATION, INC.
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Presentors: Velma K. Spencer
St. Michaels Special Education
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Gene Thompson
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Friday, April 25

10:30-11:30 am

NAVAJO PARENT TRAINING AT ST. MICHAELS, NAVAJO NATION ARIZONA

Two (2) Navajo parent training models are currently in use at St. Michaels Association for Special Education, Inc. The Association is located on the Navajo Reservation in Northeastern Arizona. Many parents live in rural, isolated parts of the reservation which spans three (3) states (Arizona, New Mexico and Utah) covering an area of 25,000 square miles. The Navajo Nation is a bilingual society, so education judgements must constantly be made with regards to language training emphasis.

The first training model is to train Navajo speaking parents who have severely imperiled infants to become infant specialists and advocates in a virtually unfocused area in the largest Indian population of this country where no other program provides services from birth through five (5) years of age.

Parents at a variety of levels of competency participate in a carefully designed training program geared to their needs. The content areas covered are behavioral observations, neuromotor development, psychosocial development and cognitive development.

Theorists utilized are Brazelton, Spitz, Freud, Mahler, Erikson, Bowlby, Piaget, Sroufe, Kopp and the personal experience of the trainers.

Supplementary readings, observation and videotapes reinforce the training sessions. Traditional management of development and how this relates to specific theorists are given extensive attention.

The Denver Development Screening Test is taught. Each parent screens at least five (5) infant/toddlers using children from the community.

Extensive training in individual infant plan development using the Hawaiian Early Learning Program and the EMI incorporating physical therapy, occupational therapy and speech/language therapy assessments are given. Each parent completes and sets into action individual infant plans on at least three (3) infant toddlers.

Infant/toddlers and their parents and families have genetic workups and counselling.

On going evaluation and participant feed back are most helpful in keeping the training program relevant and meaningful. Weekly intramural seminars are put in place.

Navajo Parent Training at St. Michaels, Navajo Nation, Arizona - cont.

Meetings with what was initially called supervisor/counsellors and is now called support/resource person rather than being delegated as weekly or twice monthly have been set up at the discretion of the infant specialist.

A pediatric physical therapist will be training parents in administering the Carolina Curriculum for Handicapped Infants and Infants at Risk. This assessment will be appropriate for our multihandicapped infants. The Carolina Curriculum for Handicapped Infants and Infants at Risk seems to come closest to meeting the needs of the infants/toddlers as well as the parents.

An intensive training program utilizing this instrument will be initiated in our project. This seems also to be synchronous with broadening the resources that the parent will have at their fingertips.

The second parent training model is in conjunction with the Association's seven (7) week summer program. Parents participate in direct course work, classroom practicum and in-services. Northern Arizona University, Flagstaff, provides an adjunct faculty and grants credit toward certification and/or undergraduate degree in special education.

This summer training program is intended to meet the needs of parents, and those employed or wishing to become employed in paraprofessional positions in special education. Specific focus is in working with persons with disabling conditions.

Parents are involved in a daily lecture class during the eight (8) week summer program. NAU provides two (2) courses for credit depending on the background of the participants.

ESE 308 - Teacher Aide Practicum
ESE 399 - Parent Training in Daily Living Skills

The parents are assigned to a classroom so they may receive maximum exposure to conditions known to exist within the St. Michaels population

Several weekend in-service training seminars are incorporated into the training program which covers the etiologies of mental retardation and their concomitants.

St. Michaels provides the teaching facilities and practicum placement while NAU provides an adjunct facility to teach the class.

The Association subcontracts with the Arizona Board of Regents for and on behalf of Northern Arizona University for the seven (7) week summer program.

The Association receives excellent cooperation with the NAU faculty. Each summer the designated faculty advisor is responsible to submit a written evaluation to the Office of Indian Education Programs, Washington D.C., who funds the project. In addition, a professor of special education from Arizona State University provides OIEP with an outside evaluation. Site visits throughout the summer program are made by the Bureau of Indian Affairs Education Specialists.

Friday, April 25

10:30-11:30 am

Presentors: Marsha Stipe
412 S.E. Dorion
Pendleton, OR 97801

Jane Anne Warren
412 S.E. Dorion
Pendleton, OR 97801

Title: QUALITY ASSURANCE THROUGH PEER REVIEW FOR SPECIAL EDUCATION SERVICES IN A RURAL COUNTY EDUCATION SERVICE DISTRICT

The purpose of this presentation is to describe a procedure for quality assurance for special education in a rural setting. This model can be used with any direct instruction program. For the past eight years the Umatilla Education Service District has utilized it with speech and language services and then with audiology and hearing impaired services. The procedure began as a staff development tool. Staff were involved in selecting appropriate service criteria, establishing criterion standards for assessment and services, and determining the most appropriate diagnostic, intervention, and record keeping procedures.

The content of the peer review involves two phases. Phase I includes a review of files to determine if there is compliance with state and federal laws, and whether appropriate diagnostic and intervention techniques have been utilized. The second phase utilizes peer observation. The direct instruction staff work in pairs observing each other in the field, reporting on and incorporating this observation into a professional growth for themselves.

A.C.R.E.S. conference participants will be presented with a written overview of criterion setting, reviewing, summarizing and analyzing procedures. Included will be copies of the forms utilized in the case file review with sections on: 1) identifying information, 2) diagnostic information, 3) I.E.P. components, 4) treatment data, and 5) termination data. The participants will also receive copies of the peer observation checklists which focus on content of instruction, materials, behavior management, data, communications, and working environment.

Overall, the participants will receive objective information and handouts that will assist them in evaluating and improving the quality of services provided to handicapped students in any direct service discipline. The use of this process can contribute to the appropriate development of essential program components and activities needed to provide a full range of services for students with handicapping conditions in the rural public school setting.

Friday, April 25

10:30-11:30 am

Karen Newman
Cochise Cooperative Education Services
118 South Arizona Street
Bisbee, AZ 85603

NATURAL INTEGRATION OF VOCATIONAL EDUCATION AND SPECIAL EDUCATION

PURPOSE

An outline of the program planning and implementation procedures for Rural Education Administrators covering the partnership of Vocational Education and Special Education.

BACKGROUND

The passage of P.L. 94-142 established the procedures for planning and implementing Individual Education Programs (I.E.P.) for handicapped Students. P.L. 98-524 (Carl Perkins Vocational Education Act), which was passed in 1984, established procedures for evaluating, planning programs, and implementing Individual Vocational Education Plans (I.V.E.P.) in order to facilitate the transition from school to post-school employment/career opportunities for vocational students.

FOCUS

All students merit the time for individual vocational program planning within the process of being educated in our secondary schools. The handicapped and the disadvantaged (academic and economic) have received much of our direct program attention. The Public Laws are now providing the possibility of our integrating our program planning procedures to actually bring direct benefit to all students.

ORGANIZATIONAL PLAN - OBJECTIVES

The ten (10) areas outlined on the Organizational Plan will be incorporated in two (2) of the five (5) small school districts (with high school programs) in Cochise County by the County Educational Coordinator from January, 1986 through June, 1986. This will demonstrate and facilitate the collaboration, communication, and cooperation for the refining of this program for use in all of the small high school districts.

FULL PROGRAMMING PLAN

The Organizational Plan components will flow into the Full Program Model which includes:

1. Guidance Function - information on vocational opportunities
   assessment of handicapped...IVEP
   conference with parents...IEP process
   promoting entry into non-traditional programs
2. Instruction Function - consultation with vocational teachers
   instruction strategies/modifications
   following IVEP components
3. Placement/Tracking Function - placement opportunities (secondary and post-secondary
   tracking/documentation of selections and progress

articulation:
- instructional strategies with all staff
- employment needs of students with staff
- available community agencies with staff and parents
- local district advisory committee input and advice for school program

IMPLICATIONS

Rural areas can implement procedures of the Public Laws. Organization of the procedures can be specifically outlined and direct implementation can be conducted and followed through with by a Cooperative Administrator.

Organization - Cooperative and State Voc Ed
Trial Implementation - two high schools by Co-op Administrator
Implementation of Full Program ('86-'87) - five high schools utilizing Formula Funding combined in the Co-op in order to hire one Staff Member
Tracking of Procedures - by Co-op Administrator with at least monthly school contacts along with reports of hired Staff Member
Evaluation - placement of students
  successful and alternative job choices
  refinement of Career Development Model/Work Experience Program appropriate for each district

Karen S. Newman
Cochise County Educational Services
December, 1985

OUTLINE - STAFF [illegible]SPONSIBILITIES

PROGRAM AREA	AZ STATE DEPT OF ED	COCHISE COUNTY ED COORD.	COCHISE COUNTY VOC PROJECT STAFF	SUPT. OF INDIVIDUAL DISTRICTS	INDIVIDUAL DISTRICT SPE. ED. STAFF	INDIVIDUAL DISTRICT VOC. ED. STAFF
1. Written organization of procedures		X		X		
2. Resource materials and State Workshops	X	X				
3. Inservice by ADE - Voc Ed and Cochise County Educational Services	X	X		X	X	X
4. Trial implementation in 2 districts		X		X	X	X
5. Implementation of Full Program (ADE Formula Funding-Co-op administers-Hires (1) Voc Staff		X	X	X	X	X
6. Tracking of program Coord ↔ Supt's Voc Staff ↔ District Staffs		X	X	X	X	X
7. Evaluation - Placement of students Tracking of choices Employment skill needs		X	X	X	X	X
8. Refinement of Career Development/Work Experience Model		X	X	X	X	X

P.L. 98-524 OF TITLE II

CARL D. PERKINS VOCATIONAL EDUCATION ACT
1984

GOAL

FACILITATE TRANSITION FROM SCHOOL TO POST-SCHOOL EMPLOYMENT/CAREER OPPORTUNITIES

↑

VOCATIONAL EDUCATION AND/OR **VOCATIONAL REHABILITION**

(Direct Service) (Reimbursement and/or consultant services)

Handicapped students in vocational education shall receive vocational assessment (Determine vocational interests, abilities, needs)

SPECIAL EDUCATION

Documentation in the MDC/IEP of any adaptation of curriculum/instruction/equipment/facilities to meet the needs of the handicapped students in special education

COUNSELING/GUIDANCE/CAREER DEVELOPMENT ACTIVITIES CONDUCTED
BY COUNSELORS TRAINED IN SPECIAL EDUCATION SERVICES

↑

LEA shall provide information to handicapped students and programs of:

1) available opportunities in vocational education no later than beginning 9th grade; and
2) requirements for enrollment.

↑

STATE BOARD shall provide equal access to the full range of vocational programs available to non-handicapped, including:

1) Occupationally specific courses of study;
2) cooperative education; and
3) apprenticeship programs.

→ within the least restrictive environment → Coordinated by
Vocational Education
and
Special Education

ORGANIZATIONAL PLAN (1-'86 to 6-'86)
TO PREPARE FOR FULL PROGRAM FOR '86 - '87

1.1.F HANDICAPPED FUNDING

1. Formulate roster of identified handicapped students by grade level. Definition includes..."because of handicapped condition cannot succeed in regular vocational education without assistance".
2. Develop list of vocational opportunities and requirements for entry.
3. Disseminate to 8th graders and parents.
4. Set up Career Assessment/Interest/Aptitude Evaluation Program on the computer.
5. Assess 9th, 10th, and 11th graders.
6. Develop a Model IVEP which will include the profile of assessment information, the long/short range goals, and the suggested vocational courses.
7. Organize system of including the IVEP in the Annual IEP Meeting schedules.
8. Emphasize the promoting of entry into nontraditional courses and new emerging courses for handicapped and for female students.
9. Consult with teachers and staff.
10. Organize sources of placement possibilities (including on/off campus employment). These sources would include outside agencies who work in the placement of the handicapped (such as Vocational Rehabilitation). Also organize a system of tracking students (address updates within a reporting system which includes post-secondary students).

FUNDING TOPIC: 1.1.F HANDICAPPED FUNDING

FUNDING FOCUS: HANDICAPPED ENTER AND SUCCEED IN REGULAR VOCATIONAL PROGRAMS (With Modifications If Needed) LEADING TOWARD EMPLOYMENT

CRITERIA	OBJECTIVES	OUTCOMES	TARGET AUDIENCE	BEGINNING DATE	ENDING DATE	EVALUATION METHOD
1. GUIDANCE FUNCTION	1.1 Provide Handicapped students/parents information on vocational opportunities and requirements	1.1 Develop and disseminate printed information	Identified handicapped students 8th grade to entry into 9th- and parents	8 - '86	6 - '87	1.1 Copy of printed information and documentation of giving to students/parents (Ex. Using vehicle of IEP Meeting)
	1.2 Assessment of handicapped students interests/abilities/needs	1.2 Vocational recommendations for IVEP	9th - 11th graders	"	"	1.2 Computer Profile of each individual student
	1.3 Conference with parents to agree on vocational goals	1.3 Development of IVEP (Long/Short range goals) plus scheduling of appropriate vocational classes	9th - 11th graders	"	"	1.3 IVEP Document (Ex. Using vehicle of IEP Meeting)
	1.4 Promoting entry of handicapped students and female students into non-traditional courses	1.4 Expanding career options and equal opportunities for handicapped and female students	9th - 12th graders	"	"	1.4 Copy of schedules plus documentation of grades in vocational courses
2. INSTRUCTION FUNCTION	2.1 Consultation with vocational teachers concerning needs of handicapped students	2.1 Providing results of IVEP and instructional modifications/strategies (sequential steps/modification of time lines/peer tutors/adapting equipment)	9th - 12th graders	"	"	2.1 Copy of IVEP given to vocational teachers plus documentation of classroom visitations/teacher conferences
3. PLACEMENT/TRACKING FUNCTION	3.1 Provide Placement - Employment or post-secondary opportunities for the handicapped	3.1 Employment placement on/off campus plus summer work programs	11th - 12th graders Post-Secondary	"	"	3.1 Documentation of placements plus coordination with other agencies
	3.2 Tracking of handicapped students	3.2 Follow-up communication with students/employers	11th - 12th graders Post-Secondary	"	"	3.2 Copy of written communication
	3.3 Articulation with vocational teachers and staff	3.3 Integration/communication with all staff members (verification of instructional strategies	Staff	"	"	3.3 Dates of Conferences/Inservice Meetings

Friday, April 25

10:30-11:30 am

Presentor:

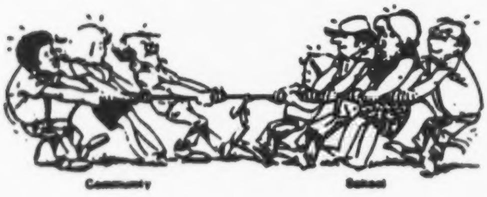
Loretta Ledford
Darrington Public Schools
31626 Ben Store Road
Darrington, WA 98241

In Partnership With The Community

Business people with their varied talents should be considered a valuable resource in our communities. All businessmen and women are former students. Most are parents or grandparents and as such, they have a personal interest in how well the schools are educating their children or grandchildren. The businesses are the major employers of our graduates--four out of five jobs are still in the private sector; and the community residents know what kinds of jobs will be available and what types of skills are required to fill these jobs. Lastly, the community businesses are community minded and are our community leaders.

Educators often don't know how to gain access to the businesses and what to ask for once they do; businesses are uncertain what they can contribute to the schools. Educators too frequently seek only additional financial support instead of broad involvement. Businesses may not understand that they can't work through school management alone--that all of the teachers must be involved. Educators are suspicious of allowing the "outsiders" to become too heavily involved in school affairs. These are probably the most commonly-found problems separating the businesses from the school campuses. Neither group can look for a "quick fix" but must realize that any partnership has to involve a patient effort to co-join the capabilities of both.

Good PR takes teamwork



With the rapid pace of the 1980's, most will accept the fact that the schools, given a child for twelve years, can no longer train that person for a guaranteed life-long position. Some estimate that reschooling must occur every three to five years for most jobs. Today's graduating seniors may score high on tested material with little relevancy ten years past graduation. What is it, then, that businesses ask of schools?

Employers list three areas as those of their greatest concern:

1. Discipline in the formative years--and in the work place. Students should have learned Responsibility and they should carry records of high attendance.
2. Greater emphasis on basic skills, particularly the ability to read, write, and compute.
3. Ability to adapt to rapid change in our increasingly-complicated society, and the ability to think!

Also the businesses desire:

4. Inclusions of parents and business-labor groups in the formulation of educational curriculum and policy.
5. Effective programs for the eight of ten students who never go on to college.
6. Learning opportunities outside the classroom.
7. Fair and realistic measurement of output in human rather than statistical form.
8. Students' awareness of the almost unlimited career opportunities.

Schools, on the other hand, might ask of businesses:

1. A clear, definitive understanding of skills expected of the graduate seeking employment within the town.
2. Communication with the community with updated plans for future growth.
3. Involvement with school goal-setting plans, curriculum meetings, etc.
4. School-industry job-placement programs.
5. Occupational resource persons to provide personal contact with students.
6. Shared staffing or staff-exchange programs between school and business.
7. Use of retired persons in school as resources, tutors, aides.
8. Help to equip every student leaving school with a marketable skill.

There are no territorial domains . . .
Public schools belong to the PUBLIC

MUTUAL BENEFITS (Obvious or Not so Obvious)

1. Students learn
2. Businesses are appreciated
3. Quality product is produced
4. Public relations are obvious
5. Student maturity is increased
6. Students' work is relevant
7. Students learn responsibility
8. Teachers' workload is reduced
9. Talents are maximized
10. Model is created for other schools
11. Cost is minimized
12. Summer employment opportunites exist
13. Student energies are released
14. Both groups join insight into what is taking place "behind the walls."

Reaching your goal takes teamwork

Prior to starting any partnership arrangement, there must be identification of those students who will be entering the work force. The plan is not to pay the students nor is it to create "make work" jobs, but to study the policies, practices, and procedures of the business so the students understand their possible future with the company.

Both groups must be flexible and accommodating any plan must be evaluated periodically. There must be close and repeated contact between teachers and employers, and release time from school and business will have to be provided for this. Finally, a contract should be drawn up listing specifically the expectations from both groups, with provision for either to withdraw if so desired. Emphasis must be made to the students that this is a supplemental plan to the regular classroom and is not in lieu of any other requirements.

The business coalition will appoint a committee to regularly monitor adopted plans and to innovatively suggest new ideas; and the school should name a similar task force. Both groups meet, socialize, COMMUNICATE often.

The forms following this page are those used in Darrington for their Community Resource Training Program. The students are responsible for finding the trainer and making the initial agreements; then the teacher talks with the employer and together they outline the roles of students and adults. On the job, the student is observed often by the teacher from whom he gets the grade for the class, based upon work observed, work delivered, and the trainer's recommendations.

School Name________________________ Date__________

Distribution

CRT__________

Coord.__________

Supt.__________

Principal__________

COMMUNITY RESOURCE TRAINING PROGRAM

For All CRT's

Training Agreement

The following Community Resource Trainer______________________

representing______________________
(name of business or firm)

agrees to provide training in the basic skills, attitudes, and knowledge deemed necessary for a person to develop a saleable skill at an entry level as a/an______________________.

This training will be provided for the following student-learners:-

____

____

____

on a daily basis while school is in session.

The Community Resource Trainer realizes that daily instruction and close supervision of the student-learner is a necessary and essential part of this training. The students' training may be terminated upon notification to the Coordinator by the Community Resource Trainer.

The Community Resource Trainer will consult the Program Coordinator on any problems that arise concerning the performance of the student-learner(s).

The Program Coordinator will assist the Community Resource Trainer with training problems pertaining to the objectives of the training outline. The Program Coordinator will provide assistance in obtaining instructional materials and supplies.

The Community Resource Trainer shall at all times maintain a student-trainer relationship consistent with the provisions of the Department of Labor and Industries.

Signed______________________ (Trainer)

Date______________________

Signed______________________ (Superintendent)

Signed______________________ (Principal)

Signed______________________ (Coordinator)

DARRINGTON HIGH SCHOOL

COMMUNITY RESOURCE TRAINING AGREEMENT

Student ______________________________ Date ________________

I AGREE TO ABIDE BY THE FOLLOWING CONDITIONS:

1. To drop all activities which interfere with my successful completion of education and training in the CRT program.
2. To maintain proper personal appearance requirements of the course in which enrolled.
3. To be in attendance as required unless excused by the CRT trainer.
4. To maintain proper behavior so that learning can occur for myself and others.
5. To maintain proper business conduct at all times.
6. To abide by any and all rules and regulations, practices, and procedures of the CRT program not specifically stated above.
7. To provide my own transportation to and from my place and training.
8. Not to use my transportation for any other purpose than to go directly to and from the place of training during school hours.

I UNDERSTAND THAT ANY VIOLATION OF ANY PART OF THE ABOVE AGREEMENT MAY RESULT IN MY BEING DROPPED FROM THE CRT PROGRAM.

____
STUDENT'S SIGNATURE

____
COORDINATOR

Public Schools And You-
Partners For Excellence

SPECIFIC IDEAS TO DISCUSS, ACCEPT, REJECT, OR EXPAND:

1. COMMUNITY AWARENESS DAY

Speakers from various volunteer groups present to a school assembly the role of their organization and what membership entails. Be sure to include your

- Chamber of Commerce
- PTSA
- Rotary
- Lions
- School Board
- Clinic Guild
- Volunteer Firemen
- Search & Rescue
- Library Board
- School Aides and Committees

Direct a class in the Free-Enterprise system,

Conduct a walk-through job application including interviews

Speak to the class about writing and marketing skills, importance and relevancy of math accuracy, etc.

2. SPECIALTY SPEAKERS

Conduct a class on local history, growth of government lands and management, key businesses' importance to the area...chamber members could put together a format to show the growth of the town.

3. CAREER AWARENESS DAY

Introduce the students to their town. Student groups (or individuals) may tour the forest service, mill, logging operation, kitchens, the managers' offices, etc. Or, individuals interested in a particular business may "shadow" a worker, ride a bus run or a train, go with an owner on a purchasing trip...

Trade a job with a teacher. For a day or a week, the typist at the mill may trade jobs with the business teacher, or the writer for the Times might teach a class while the journalism teacher writes for the newspaper... Line up related skills and switch positions awhile.

With adult supervision, younger students may buy a fencepost sale or buy a young steer or host a local foods booth--any project native to the community. They plan the project, do the necessary paperwork, and see it through to completion.

4. ENVIRONMENTAL AWARENESS

The forest service and logging industries might supply students with seedlings to be planted and raised at home, then transferred to state, federal, or private timberlands.

The garden club might help a student at the grade school start plants in their greenhouse. Students could help sell in the plant shed.

A project could be started on donated use of land for a Christmas tree crop.

Volunteers are needed to promote outdoor recreation and outdoor survival. High school students could experience a week in the mountains with adult supervision; students earn elective credit and businessess get a great advertising boost.

Students could design, build, and maintain a nature-study trail for visitors to town.

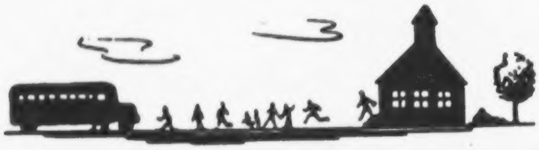
COMMUNITY INVOLVEMENT

Students in a particular course of study or with directed interests might be "adopted" by the businesses to see that they are escorted to a metropolitan area for first-hand insight, to talk with an employer-as-counselor, to provide answers. These same businesses might wish to provide scholarship funds for training after graduation.

A cultural awareness fund might be started by the town to contribute to the music, art, and drama departments. This could provide for an annual all-school (all-community?) trip to a playhouse, museum, or concert.

Since attendance is so important to the employer, the Chamber may host an annual breakfast to honor those students (and teachers) who have demonstrated perfect attendance for the year. Attendance might also be noted on the graduates diploma:
3 days missed/year, excellent!
6 " " " good,
9 " " " average...
12 " " " poor.

A Burger King franchise in Columbia, S.C. provided publicity for the PTA meetings. And for each student who brought a parent in to eat before the meeting, the restaurant sent 15% of the cost of the meal back to the school for its computer fund.



THE COMMUNITY THE SCHOOLS

Students might study individual businesses in depth and then do a display project advertising the business and their product. These could be set up the week prior to graduation and be viewed during the week as well as as graduation ceremonies. Advertisements may go particularly to those businesses which have supported the students through resource training programs or scholarship funds. Thsoe businesses, in turn, could provide bulletin board space at the work sites for the school calendar and upcoming events and accomplishments of the schools.

Senior citizens (or any volunteers) could work with students within the class day at the school building to make arts and crafts to be sold prior to Christmas. With the same token, cultural crafts and the art of construction is passed down to another generation.

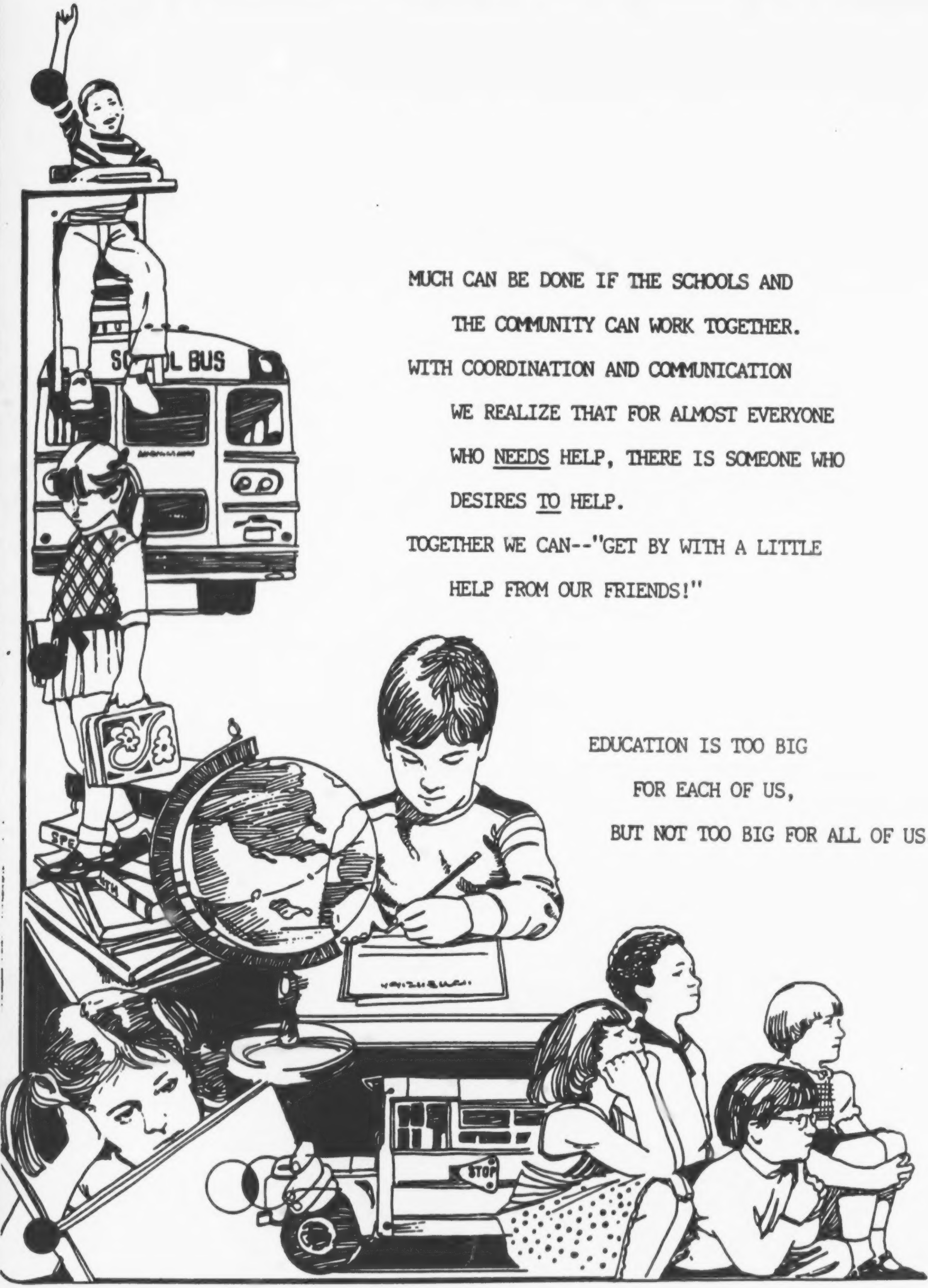
Education Sunday honors the schools, teachers, and students who are members of the congregation within that congregation on a chosen Sunday in spring.

The Welcome Wagon is a fast-fading idea. In some areas still, though, newcomers to town are greeted by a town representative and given sample products from merchants, a map of the town, a school brochure, copy of the local paper... The students, in conjuction with merchants and community groups, could be the "Welcomers." Names of new residents would be supplied by realties or phone-in friends.

Still to promote the town, the classes may each week exchange the responsibility of decorating the signboard as one enters the town. This could be organized around a yearly theme.

For any grade level: students prepare a composite package of ideas representing the town's lifestyle. Two or three students are selected to present their program to a nearby school, and two or three from the other school come to your district and explain at an assembly how their school and community operate.

If the school is still the building for voters to use, the students might prepare a slide-tape show to repeat continuously on polling day. This is ample opportunity also for students to acquaint adults with their buildings or to share their lunchtime break with parents.



MUCH CAN BE DONE IF THE SCHOOLS AND
THE COMMUNITY CAN WORK TOGETHER.
WITH COORDINATION AND COMMUNICATION
WE REALIZE THAT FOR ALMOST EVERYONE
WHO NEEDS HELP, THERE IS SOMEONE WHO
DESIRES TO HELP.
TOGETHER WE CAN--"GET BY WITH A LITTLE
HELP FROM OUR FRIENDS!"

EDUCATION IS TOO BIG
FOR EACH OF US,
BUT NOT TOO BIG FOR ALL OF US.

Friday, April 25

10:30-11:30 am

Craig S. Sparks
Michigan Department of
Education
Lansing, MI 48909

PARENT ADVISORY COMMITTEE

We are aware that parent/professional partnerships are a central feature of special education programming. Typically, we think of that parent/professional partnership on a case-by-case basis. An expansion of this concept on a district-wide basis can be of benefit to both the district administrators and the recipient community. A parent advisory committee (PAC) is a required organization for each intermediate school district in our state. That requirement can be a boon or a disaster. The purpose of this presentation is to describe how to effectively organize a parent advisory committee, whether it is established by statute requirement or by a school district's own initiative. Additionally, we will describe how to properly utilize a parent advisory committee and avoid pitfalls that could make it an albatross around the neck.

The experience concerning parent advisory committees is drawn from several years of observation and involvement with parent advisory committees from the rural areas of our state. That experience includes technical assistance on organization and maintenance to trouble shooting on seemingly impasse situations. In the rural portions of our state there are intermediate districts that are comprised of several counties; some of our intermediates exceed the states of Maryland or Delaware in the geographic boundaries that they cover. Those districts have the responsibility of planning and assuring that special education services occur in accordance with statute and rule. In some cases they operate almost all special education programs and services. In other situations where the intermediate is not a major direct provider, it functions as a coordinator. From this background of service provision and assurance, applied over large rural (farm and nonfarm) areas, we have seen the efficacy of vigorous PACs.

Organization and membership may vary according to the size or structure of the subject school district. An intermediate school district should have a representative of each local educational agency. Every effort should be made for representation of all disabilities. Efforts should be made to include recipient organizations as well. This is not to say: one district, one vote; one organization, one vote; one disability, one vote. In rural areas this concept would be most difficult to accomplish. In rural districts, we often find that a parent represents a local district, a particular disability and one or more recipient organizations. This leads to a significant distinction. This is a parents' ADVISORY committee. Its purpose is to advise the district administrators or school board. It is not a DIRECTIVE body. (Parents wishing that type of influence should seek election to the school board). The parent advisory committee is, in a sense, the "pulse" of the recipient community. Its purpose is not merely to provide a format to air dissatisfaction. The due process procedures required by statute, or formalized mediation, provide the appropriate avenue for that. On the contrary, its purpose is to provide the district with a support group. It must be realized, however, that the identification of concerns and generic dissatisfaction can be the first step to a supportive PAC. In our state, district administrators have a mixed reaction to the efficacy of parent advisory commmittees. Because of rule requirements, each intermediate district must have a PAC. It is not optional, it is a mandate. Some districts have supportive, active, and conscientious advisory committees. Other districts have difficulty in maintaining active memberships, or are strapped with contentious adversary groups that take on a watch dog role.

To avoid the latter and assure the former, here are some clues to effective organization and operation:

ASSIGN A SPECIFIC DISTRICT STAFF PERSON TO BE ON THE LIAISON TO THE COMMITTEE

So many of the difficulties we experience over the years come down to good old fashioned personality conflicts. It is important that the person assigned to this task is skilled in working with group dynamics, is personable, diplomatic and, when necessary, assertive. It is helpful if the staff person assigned to the PAC is truly an advocate; someone with a recipient rights orientation who is empathic with parents' concerns. If no such person is on staff, recruit one. Actually, anyone can do it and do it well. They must have an understanding that being personable, diplomatic, and assertive will go a long way in helping form an effective PAC. Being comfortable with the ebb and flow of group dynamics and exhibiting an interest in the parents' expression of concern will add greatly to the staff person's credibility. Finally, the ability to be straight forward, even with awkward or difficult topics or positions, will almost insure success of the PAC liaison. Obviously, the key to a successful PAC is the assigned staff person. Regardless of the group's mission, its organization, or its chairperson, success hinges on the assigned staff liaison.

All jobs usually have aspects to them we wish we could avoid. The staff assigned to the PAC not only has a sometimes difficult task, but one that takes them away from home or family in the evenings. Compensatory time or other perks help the staff person retain necessary enthusiasm.

PROVIDE FINANCIAL SUPPORT FOR THE PAC

Postage, secretarial support, mileage and, in some instances, meals, should be budgeted by the district for the support of a parent advisory committee. Active and enthusiastic members will incur expenses beyond those identified above. If a district is well funded, it may consider affording (reimbursing) for babysitting. In rural areas, travel time alone is extensive, particularly when it is added to the time scheduled for the meetings. Sitter fees add up quickly for many recipient families.

DEVELOP THE YEARLY GOALS AND EACH MEETING'S AGENDA IN CONJUNCTION WITH THE ADVISORY COMMITTEE CHAIRPERSON

Yearly goals provide a necessary focus or direction. By leaving the goals and agenda development entirely up to the chairperson, the district promotes two results: the burnout of the chairperson, and a loss of district influence on the PAC. That loss of influence does not necessarily refer to "control." Loss of influence inhibits the ability of the district to keep the group vigorous and on task.

ESTABLISH TERMS OF MEMBERSHIPS OF SOME FEW YEARS IN DURATION (i.e., 2-3 years) TO DEVELOP BOTH CONTINUITY AND A WELL INFORMED COMMITTEE

In rural areas we have found that PAC representatives become convenient and trusted contact persons concerning special education, who are accessible to neighbors and other local citizens. We can even recall instances of local district administrators phoning PAC representatives to learn their views on matters of concern. Because of the travel difficulty encoumtered in the rural areas, attendance at meetings is often difficult, or trying at best. Terms of membership of one year do not provide enough opportunity for parents to establish attendance patterns. Additionally, it takes time to learn the jargon and process that we "pro's" have evolved over the years. Membership terms of two or three years seem reasonable.

ROTATE MEETING LOCATIONS TO SPREAD THE TRAVELING DIFFICULTIES EVENLY AMONG THE MEMBERS

Typically, meetings are held in one location. Our experience shows that the meeting locations are most often convenient for the staff person liaison. The location of the meeting place can quickly generate dissension. A regular established meeting place with occasional changes seems to be the best arrangement. Keep in mind not only distances and time factors in rural areas, but seasonal/cultural effects as well. Although our weather is often pleasant enough in November and March or April, many of our parents are reluctant to travel at night at those time. Deer movement, due to the rut in the fall, and the spring break-up in March, make automobile travel hazardous at night.

REALIZE THAT THE MEMBERS WILL BE BRINGING A VARIETY OF GROUP MEETING "SOPHISTICATION" TO THE GROUP. KEEP EVERYONE INVOLVED, BUT NOT OVERWHELMED

No, this is not a stereotypic slam on those living in rural areas. It is not the contention that those living in rural areas are unsophisticated. We all know that there are many varieties of sophistication. Operating a chain saw in the pulp woods requires a sophistication that city dwellers cannot comprehend. A sophistication in irrigation, fertilizer, and seed stock is necessary for the survival of our potato farmers, (a sophistication to which urbanites seem oblivious). A sophistication in addressing cultural nuances of native American communities or isolated ethnic groups is often totally undeveloped in the urban types. A sophistication that many rural parents don't have is "group meeting" sophistication. Some parents bring to the PAC absolutely no previous experience in formal group processes. The other end of the continuum are those who have been church elders, road commission members, etc. Keeping everyone involved is a difficult task. Too often the "sophisticate" can inadvertently "take over". Assigning tasks to all (i.e., local survey of parent concerns) or assuring that everyone makes a remark concerning the topic at hand helps minimize a take over by the sophisticates.

ASSIST THE MEMBERS IN DEVELOPING REPORTS TO THEIR LOCAL BOARDS OF RECIPIENT ORGANIZATIONS

If members represent LEAs, it is a good strategy to ask them to request time on their local board's agenda in order to keep that board informed of their activities and concerns. In a situation encompassing only one district, the PAC chairperson should make an annual report to that board.

MEMBERSHIP MAINTENANCE BY-LAWS SHOULD BE FLEXIBLE ENOUGH TO ALLOW FOR USUAL ATTENDANCE DIFFICULTIES (WEATHER, FAMILY ILLNESS), YET DEMANDING ENOUGH TO ASSURE PARTICIPATION (e.g., attendance is required at 75% of the year's meetings)

Membership requirements are necessary. There must be a method of weeding out inactive members, yet there must be flexibility to accommodate the effects of bad weather and difficult travel conditions in the rural areas. Parents in the urban southeast corner of our state cannot comprehend postponing meetings because of mud. Sudden and complete spring thaws can render ordinary country gravel roads into impassable quagmires.

KEEP THE COMMITTEE ACTIVE: REVIEWING PROGRAMS, STAFF PRESENTATIONS ON ANY NUMBER OF TOPICS (i.e., programming, new methods, new materials).

Just what does a parent advisory committee do? Our state special education rules require the PAC to be involved in the development and review of the district's annual plan. Keying off this, a district could utilize a PAC for advice on program matters, staffing levels and budget development priority. Information presentations by staff (concerning 94-142 funding, federal or state requirements, teacher shortages) keep the group informed and alert to the problems the district must face.

UTILIZE THE COMMITTEE FOR SUPPORT AND "NETWORKING" ON MILLAGE CAMPAIGNS AND PROGRAM EXPANSION (OR REDUCTION) EFFORTS

A PAC can assist a district in so many ways. Keep the PAC alert to the problems and concerns of the district. The PAC can provide advice on those problems from the recipient standpoint. The PAC can be a valuable ally when the district is forced to change the location of programs or reduce certain numbers of programs due to population shifts or other changing needs.

Our districts are provided a minimal statutory millage. It is necessary to pursue additional millage nowadays to operate required programs. One district recently passed a renewal and an additional one and one-quarter mills. The superintendent of the district did not phone with news of the successful election---the district's director of special education did not phone with the news of the successful election. At 8:30 a.m. the day following the election, the chairperson of the PAC phoned with the news! He had worked vigorously on the millage campaign, he was a poll watcher and a precinct organizer. He had absolutely no political/electoral experience prior to that millage election. That's the kind of support you can gain with an effective PAC.

SOLICIT AND CULTIVATE POTENTIAL MEMBERS TO ASSURE ENTHUSAISTIC CONTINUITY

In the best of all worlds, when PACs are operated enthusiastically and effectively, turn over and burnout still occur. It seems inevitable. In spite of our good efforts, and parents' good intentions, PACs are still sometimes strapped with cranky, obstinate, counter-productive folks. Often they tire and just drop out. At other times effective members resign because the cranky and obstinate folks persist. Sometimes wise district personnel already have a cadre of identified parents to tap to replace the resignee. All district staff should assist the assigned staff by identifying potential members. A "change of face" can have the effect of neutralizing the negative members. Resignations occur for positive reasons as well, and terms expire. Admittedly, we have encountered difficulty in very small and remote communities. The instance that comes to mind is a district with only three recipient families....all of whom had absolutely no interest in participating. That has been the exception to the rule.

A FINAL SUGGESTION

A PAC can be established on an ad hoc, or interim (one issue) basis as an experiment. If deemed successful, the district could consider a more permanent organization. The gain in community support can be well worth the effort. Try it, you might like it!

# # #

Friday, April 25

10:30-11:30 am

Presentors:

Thomas A. Crowe, Ph.D
Department of Communicative Disorders
The University of Mississippi
University, MS 38677

Gloria D. Kellum, Ph.D.
Department of Communicative Disorders
The University of Mississippi
University, MS 38677

Title: MEDIA-BASED GRADUATE TRAINING FOR SPEECH-LANGUAGE PATHOLOGISTS IN RURAL SCHOOL SETTINGS

The Department of Communicative Disorders at the University of Mississippi is entering its second year of a three year personnel preparation grant awarded by the U.S. Office of Education. The grant project, "Master's Level Training for Teachers of the Communicatively Handicapped in Rural School Districts," is designed to upgrade Bachelor's level speech-language pathologists to the Master's degree level and to cross-train personnel from surplus teaching areas (i.e., English, history) into a Master's degree position in speech-language pathology. The grant students who are currently being cross-trained come from school districts in which no speech/language pathologists have been available to serve communicatively handicapped children; the grant students who are upgrading their educational level have been serving only mildly impaired children in their respective school districts. Upon completion of their degrees, these students have agreed to serve at least three years post-graduate within rural school districts in Mississippi.

The grant students, concurrent with their academic enrollment, are working part-time in rural counties contiguous to the county in which the University of Mississippi is located. In this way, the students do not have to relinquish their jobs in order to upgrade their professional training or to cross-train and speech-language-hearing services are being provided in their school districts simultaneous with their training. The primary logistic problem in this type of arrangement is the provision of coursework at times and locations appropriate for commuting, working students. The grant students have been facilitated in this regard through the use of videotaped graduate courses, a procedure which allows for off-campus course offerings at various times and locations within the same semester. This technique has been in use in the Department of Communicative Disorders for approximately five years, primarily with rural, part-time, off-campus students. The following paper details the development, implementation, and results to date of this media-based graduate training program.

Television, as an instructional format, was introduced on the college campus in 1957 as TV College at Chicago Junior College with over 7,000 students participating. During this same time, many educational television stations were being developed which provided a wide network for broadcast of pre and post secondary courses. College courses from English Composition to Computer Literacy have been taught by television with the most recent advancement being the nationwide availability of college credit courses on Public Broadcast stations. The major developers of college courses via television have been community or junior colleges which have moved recently toward more programming for the non-traditional student.

Teaching by television has been demonstrated to be an effective instructional method for college courses. Chu and Schramm (1967), Purdy (1978), and Stickell (1963) summarized the research on television as compared to live voice instruction and indicated that, for college age students, learning gains by television are as great if not greater than learning gains made through traditional live voice classroom instruction. Chu and Schramm (1967) reviewed over 200 studies involving video learning and reported that in 152 of the studies the students showed no significant differences in performance, while in 22 of the studies the video group made even greater gains. This means that in 87% of the studies television instruction was found to be as effective as face to face instruction. In a more recent study, Smith (1984) reported that there was no evidence to indicate that the amount of learning in college courses is different in a telecourse than in a parallel on-campus course.

Research findings indicating the efficiency of teaching by television, coupled with evidence of cost effectiveness, has created a renewed interest in media-based instruction. In the areas of speech-language pathology and audiology there are many videotapes commercially available on a variety of subject areas. Many educational programs in speech and hearing use videotapes and television for instructional purposes; however, few programs have used it as the primary mode of instruction.

Program Development

Study of the academic needs of the non-traditional rural, off-campus student led to the development, in 1981, of a telecourse program through the Department of Communicative Disorders at The University of Mississippi. When requirements for certification to practice speech-language pathology in the public schools in Mississippi were upgraded to the master's degree, the demand for off-campus offerings at all branch campuses increased appreciably. Due to the need for accessible coursework for the rural practitioner, it was decided to pilot one class during the summer of 1981. Additional on-campus graduate courses in speech pathology and audiology were subsequently videotaped for delayed broadcast at branch campuses. Table 1 shows the development of video course offerings from the Summer, 1981 through the Fall, 1985. To date, a total of eight courses have been offered: Articulation Disorders, Cleft Palate, Cerebral Palsy, Voice Disorders, Fluency Disorders, Aphasia, Diagnostic Procedures, Neuroanatomy, Clinical Audiology and Educational Audiology. One hundred and thirty-one students have successfully completed the video courses in three off-campus locations. Four courses (Neuroanatomy, Cleft Palate, Fluency Disorders and Voice Disorders) have been used three or more times and account for approximately 68 of the student units.

Tab[illegible]1

Enrollment in Videocourses by Academic Term and Location

Course	Summer 81	Fall 81	Spring 82	Summer 82	Fall 82	Spring 83	Summer 83	Fall 83	Spring 84	Summer 84	Fall 84	Spring 85	Summer 85	Fall 85	Total by course
	Academic Term														
1) Aphasia											J-5				5
2) Articulation Disorders					J-7										7
3) Cerebral Palsy								J-3							3
4) Cleft Palate	J-2						J-5					J-5		G-5	17
5) Clinical Audiology					J-7			J-6							13
6) Diagnostic Procedures										J-8			J-8		16
7) Educational Audiology									J-10 G-9						19
8) Fluency Disorders												J-4 G-4		T-6	14
9) Neuroanatomy			J-7			J-4					J-5				16
10) Voice Disorders		J-4				G-2					J-7		J-8		21
Total by Semester	2	4	7		14	6	5	9	19	8	17	13	16	11	131

Note. Course enrollments are indicated by branch campus locations. J = Jackson Branch: T = Tupelo Branch
G = Grenada Branch

In order to develop a media-taped program of instruction, the first logistic step is to determine which courses in a curriculum lend themselves to video instruction. As a general rule, two types of courses are not appropriate for videotaping. First, courses that are clinical in nature rather than theoretical are not appropriate. These courses often involve demonstrations and observations that are difficult to tape adequately. Attempts to do so frequently results in an "abstracting effect" of first-hand experience. Secondly, small seminars that require student interaction, student response, and student presentation are not appropriate for videotaping. The spontaneity and creativity of student centered seminars are difficult to achieve through television.

Once the appropriate courses for videotaping have been determined, off-campus or branch student needs must be determined. This may be done with the assistance of the continuing education division, through state and regional speech and hearing associations, and through departmental advertisements and correspondence.

The next and most essential step in establishing a media-based course is developing instructor interest. Since this type of teaching is usually done at off-campus sites and to a non-traditional population, and requires modification of usual lecture methods, it represents work above and beyond an instructor's normal courseload and teaching preparation. There is also the problem of putting one's self-concept as a teacher on the line by recording lectures for review by successive students and possibly by peers. Adequate release time and salary renumeration are perhaps the most effective incentives for enlisting faculty participation.

Another step in developing a videotape instructional program is the establishment of cooperative liaisons with the continuing education division and branch campus programs. Agreements must be reached at the inception of a videotape training program concerning: finances, logistics and accountability. Financial consideration includes what the instructor will be paid and how pay will be determined, who pays for the costs of videotaping the course, and who pays for incidental costs such as travel. Decisions must be made as to who assumes responsibility for pick-up and delivery of tapes, copying of class materials, proctoring of tests, advising students, and equipment arrangements. Accountability must also be established. Continuing Education or the department must assume ultimate responsibility for the quality and delivery of the courses throughout the academic term.

When the details of liaison with the continuing education division have been resolved, the next step is to obtain administrative approval or clear the course offerings through the Graduate School. This is usually a mere formality unless specific university policy limits off-campus courses for degree-seeking students or limits teaching load beyond a faculty member's full-time appointment. At the University of Mississippi, no such policy presently exists, and Graduate School approval is expedited by a laissez-faire relationship between the Graduate School and Continuing Education. The faculty member should, however, clear all appropriate policy channels prior to initiating what could eventually evolve into a non-traditional degree program.

The next step involves collaboration with the university media center. The Communication and Resource Center at the University of Mississippi handles the taping of courses for branch offerings and will work with instructors on format suggestions and use of special media techniques. Two points should be resolved with the production staff prior to taping. First, it should be decided how taping costs will be handled. At the University of Mississippi, Continuing Education is billed directly and the videotaping of a course for off-campus programs represents no expense to the department. Second, it should also be resolved as to how videotaping will be done and any specific requirements, such as filming of laboratories, in the clinic, or filming of a slide presentation. At the University of Mississippi, filming is done in the regular classroom. Straight lecture formats are the easiest to videotape in terms of uniform quality and simple logistics but variations in style of instruction can be accommodated.

Once a classroom that is accessible to videotaping has been arranged, course presentation proceeds as usual. The videotaping rationales and procedures are explained to the on-campus students and they quickly become desensitized to the presence of the camera and crew which are kept as unobtrusive as possible. The instructor is individually miked for sound and a table mike is used to record student questions and comments during lectures. Upon completion of each lecture, the videotapes and supplemental instructional materials are forwarded to Continuing Education for same or next day delivery to the appropriate branch campus sites. Off-campus classes usually meet once per week, at night, in order to accommodate working students and commuters.

Personal interaction with students is considered an essential aspect of the videotape course program. Prior to the presentation of the first videotaped lecture, a teleconference between instructor and students, or a personal visit by the instructor, is used to explain course procedures and expectations and to answer any of the students' general questions or concerns. Thereafter, teleconferences are conducted prior to and, if necessary, following each weekly class meeting. In addition to the teleconferences, several personal visits are paid by the instructor to the branch classes each semester. These visits permit more lengthy discussion than is conducive to teleconferencing, and allow the instructor to administer special competency tests or demonstrate techniques. Standard lecture tests are administered conjunctive with on-campus tests and are proctored by the branch program coordinators or other Continuing Education representatives.

Program Evaluation

During the four year implementation of this non-traditional program, data have been collected as to the demonstrated and the perceived effectiveness of videotape instruction. Evaluation data are collected through:

1. Records of student course performance — Both on and off-campus course and competency grades have in general shown close alignment between on and off-campus students.

2. Student course evaluations — Student critiques are used to recognize logistic problems, instructional quality or quality of presentation problems, methodological problems, and attitudinal responses to videotape courses. These responses have been used to upgrade quality of instruction, to improve logistic parameters, and, in several instances to eliminate or revise course offerings.

3. Feedback from Continuing Education and from the off-campus branch coordinators — This feedback is essential in resolving logistic problems and in ensuring quality control.

4. Instructor comments -- Frequently, the most useful feedback has come from the instructors who are the first to recognize the inappropriateness of a course for videotape presentation. The instructor is also helpful in specifying student variables that should be addressed in course presentation and evaluation.

During the evaluation of this program several variables have been identified as being important in determining the success of videotape courses:

1. An inferior classroom instructor will likely be an inferior videotape instructor. But reverse reasoning should be used with caution. When any instructor videotapes his course, he or she is putting ego on the line. Often, adequate or good class room live instruction will come across on tape as lackluster, uninteresting, or simply difficult to comprehend. This is in part due to the ambiguous quality known as "camera presence." Some instructors naturally have rapport with a camera while others do not or attempt a forced rapport that results in a stilted presentation. If the students do not enjoy the course presentation or perceive the course material to be non-stimulating, then learning may be adversely affected.

2. As previously mentioned, the content of a course directly bears on its suitability for videotaping. For example, Clinical Audiology was one of the original, and most in demand, courses offered at the University's Jackson Branch. However, although student enrollment and demand were high, student and instructor critiques of the course's effectiveness were not high. Clinical audiology involves much instructor demonstration and requires hands on experience from the student. Both of these requisites proved hard to effect on videotape. As a result, this course is no longer offered through videotape.

3. The abstraction and depersonalization inherent in videotape instruction should be compensated in several manners. First, instructor characteristics such as enthusiastic voice inflection, eye contact with the camera,

and logical, sequenced presentation of material should be targeted. Secondly, the use of slides, character-generators, supplementary handouts, and other methods of instructional support not only add variety to the tape but often compensate for the absence of live instruction.

4. Unless adequate and properly functioning equipment is always available, then videotape instruction is inadequate and inappropriate from the outset. The two most essential pieces of presentation equipment are: a videoplayer monitor and a conference telephone. Course presentation has been more efficient when this equipment is permanently located at the branch site. Problems have especially been encountered with transported or borrowed equipment. Setting up the equipment each week cuts into class time and occasionally the equipment is found not to be functional when once in place. Responsibility for making sure proper and functional equipment is available has been with Continuing Education. However, equipment will occasionally malfunction, which in turn directly affects the perceived quality of instruction. For teacher/student interaction to be maximally effective, conference calls are placed for each class meeting. This will allow the instructor to interact with the class as a whole which gives a more traditional and personal feel to class discussion than relaying calls through a spokesperson or individual teacher-student calls. Time should be allowed at the beginning of the course for student instruction in the use of the videotape and telephone equipment, and each class member should be checked out on equipment use. This will minimize situations in which the instructor attempts to direct equipment operation long distance or to troubleshoot minor problems with equipment functioning over the telephone.

5. The quality of student admitted to the videotape instruction program has been found to directly relate to the perceived success of the courses. The more poorly qualified students appear to have difficulty assimilating videotaped instruction and this has been reflected in their grades and in their course critiques. Admission criteria should be no lower than for traditional on-campus students.

6. Courses that have been evaluated positively have been those in which weekly teleconferencing was assiduously adhered to by the instructor. Personal instructor visits to the class, two - three times during the semester, are also viewed as determinants of videotape instruction effectiveness.

7. Permanent coordinators located at the site of videotape course presentation can contribute to a program's success in a variety of ways. They proctor tests, distribute class materials, keep reserved readings available to students, maintain and operate equipment, report any potential problems to the instructor, maintain admission records for the branch program students, and function as general liaison among the students, the instructor, Continuing Education, and the media

center. Unfortunately a coordinator is not always employed at off-campus sites, putting more responsibility on the instructor or on Continuing Education.

Advantages of a Media-Based Program

During the four years media-based instruction has been used at the University of Mississippi, some of the advantages and disadvantages of video course programs have become apparent. The video courses provide the student with accessibility to graduate credit coursework without having to attend the main campus, often saving several hours in commuting time. Another advantage to the students has been the flexibility in class schedules with the opportunity to review class lectures several times if desired. According to student feedback, the major disadvantage has been the lack of interpersonal interaction with their teacher.

Advantages to the department and university are mainly financial in nature. The expansion of course offerings increases student credit hour production which translates into increased revenue from fees and state appropriations. In addition, when a video course is offered for the second or third time, the institution costs are decreased to one-half the original cost which results in lower instructional cost per student credit hour produced. The disadvantages to the university relate to increased administrative costs and additional time expended in coordinating the program and materials.

A video course can mean increased salary for an instructor. Also, most instructors report an increased satisfaction with the teaching result, probably due to the increased efforts in class preparation. However, there will be uncompensated time committed to such a program and the worry and problems involved in meeting the student expectations, particularly at the night class hour, will be viewed as a disadvantage by some instructors.

The media-based graduate course work project is judged as having been successful to date as a means for meeting the academic needs of the non-traditional student. The program has brought increased visibility and student enrollment to the Department while providing educational opportunities to speech and hearing personnel in rural settings. Future plans for media program development include seeking state and federal funding for the investigation of a video-based degree program for rural practitioners.

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